ED 131 892   JC 770 002

AUTHOR	Doty, Charles R., Ed.; Gepner, Ronald, Ed.
TITLE	Post-Secondary Personnel Development. Volume 2.
INSTITUTION	Mercer County Community Coll., Trenton, N.J.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE	30 Jun 76
NOTE	338p.; Proceedings of the National Conference on Personnel Development for Post Secondary Vocational and Technical Education Programs of Less than Baccalaureate Degree (St. Louis, Missouri, January 18-21, 1976)
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	College Faculty; Community Colleges; Conference Reports; *Inservice Teacher Education; *Junior Colleges; Part Time Teachers; *Post Secondary Education; *Program Descriptions; Staff Improvement; *Teacher Improvement; *Vocational Education Teachers

ABSTRACT
         Personnel development programs for postsecondary
vocational and technical faculty in selected postsecondary
educational institutions in several states are identified and
described according to the following criteria: (1) objectives of the
program; (2) organization of the program; (3) cost of the program;
(4) motivation of staff; (5) pedagogical skills emphasized; (6)
technical content emphasized; (7) constraints on the program; (8) the
evaluation process; and (9) program changes needed. Programs at 25
colleges in 17 different states are described. The programs are
institutional programs in continuous operation, not departmental or
for special groups. Each is focused on upgrading the teaching skills
of technically competent, yet pedagogically unprepared, persons from
business and industry who are instructors in vocational and technical
education in community colleges and technical institutes.
(Author/JDS)

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POST-SECONDARY PERSONNEL DEVELOPMENT

VOLUME 2

Charles R. Doty and Ronald Gepner

Editors
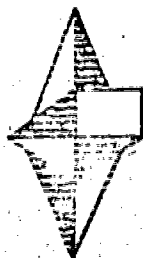
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COORDINATION

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JC 770 002

NATIONAL CONFERENCE
ON
PERSONNEL DEVELOPMENT
FOR POST SECCNDARY
VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS
OF
LESS THAN BACCALAUREATE DEGREE

Charles R. Doty
Rutgers-The State University
Conference Director

and

Ronald Gepner
Mercer County Community College
(Editors)

A Nationally Approved Project
Funded by E.P.D.A.

June 30, 1976

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PREFACE

The need for a National Conference on Personnel Development for
Post-Secondary Vocational and Technical Education Programs of Less
Than Baccalaureate Degree is the result of the problem of employing
persons from business and industry who are technically competent,
but unprepared to teach, advise or assume other responsibilities of
a teacher. In addition, persons are employed for post-secondary
teaching positions in two year community-junior colleges and tech-
nical institutes whose preparation was for entry into secondary
schools, four year colleges and universities. Both of these groups
of persons may be improperly prepared to teach at the two year post-
secondary level and, of course, need to be up-graded in their disci-
pline, e.g., technological changes or foreign language changes after
entering teaching.

This is Volume II, <u>Personnel Development Programs</u>, a result of
the Conference. The programs described are institutional programs,
not departmental or for special groups. They are also programs
that are continuous in operation.

Volume I contains the results (other than program descriptions)
of the National Conference conducted January 18-21, 1976 in St.
Louis, Missouri. These reports reflect a concern not just for
vocational and technical staff but for all staff within community-
junior and technical colleges.

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PERSONNEL DEVELOPMENT PROGRAMS

Based upon the EPDA specifications for the Conference and the inputs of the advisory committee, seven objectives were stated for the Conference. The two objectives which apply to this volume are:

1. Identify exemplary personnel programs for post-secondary vocational and technical education throughout the nation. The emphasis will be on those programs being conducted within institutions such as community and junior colleges. University and four year college programs will be examined only if recommended as integral parts of the post-secondary personnel development program.

6. Publish a description of exemplary programs for preparing full time professional and adjunct personnel which will be useful for establishing and maintaining professional staff development programs.

The conference participants were given the following guidelines for writing their program descriptions:

Objectives of program
Organization of program
Cost of program
Motivation of staff
Pedagogical skills emphasized
Technical content emphasized
Constraints on program
Evaluation process
Program changes needed

Although the following program descriptions do not follow these guidelines precisely, the information concerning these areas can be found in most reports. It is believed by the editors that much valuable information can be found in these descriptions. Please note that the reports are given by state in alphabetical order.

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THE FACULTY RESOURCE CENTER
AT
PIMA COMMUNITY COLLEGE

Patricia Hruby
John A. Tirrell
Arizona

1. REFERENCE LIBRARY AND SEARCH FACILITY

The Faculty Resource Center (F.R.C.) houses a resource library
of books, periodicals, and media presentations on topics concerning
curriculum and instructional design, management, and innovation.
The center also serves as a search facility for faculty requesting
specific information concerning discipline materials.

A file of the F.R.C. collection currently available and of
materials on order is kept by the librarian. A file of all other
holdings, exhibits, reports is also maintained. A reference file
of curriculum and instructional materials available from commercial
sources and from other educational institutions as well as a refer-
ence file of articles relating to instructional innovation, practices,
media, methods, and management is available.

The F.R.C. is open from 8:15 a.m. to 4:45 p.m., Monday through
Friday for browsing. The resource librarian is available for con-
sultation during those hours. Faculty wishing to use the library
or search facility may drop in any time the resource center is open.

2. STORAGE AND DISPLAY

The F.R.C. maintains a catalog of curriculum and instructional
development projects under way at Pima and samples of completed
projects including instructional materials, reports, workshop
descriptions and materials, etc. This serves the dual purposes of:

(1) making materials readily available to interested persons

(2) attracting and interesting casual visitors.

3. CONSULTING

One of the original functions of the F.R.C. is providing a
consulting service for the faculty on an internal basis. Resource
people will be available in the F.R.C. so that faculty members can
consult for advice on curriculum and instructional improvement and
on matters of professional development.

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Based on past experience, faculty have requested aid in the following areas:

(1) curriculum development

(2) educational technology including course design, instructional design, instructional materials, record keeping, etc.

(3) educational psychology - including learning theory and student evaluation (testing)

(4) evaluation - including evaluation of instructional materials, teaching performance and skills.

Consulting is available on a drop-in basis but to assure the best service, call ahead and reserve some time.

4. PROBE

The Faculty Resource Center publishes an occasional newsletter, PROBE, whose purpose is to publicize, promote and otherwise encourage activities concerned with curriculum, instructional and professional development.

Appearing three or four times a semester, PROBE encourages contributions from Pima staff on subjects such as:

(1) curriculum and instructional projects being pursued by faculty

(2) innovational instructional activities at other institutions

(3) programs, items, activities related to staff development in general

(4) references to sources of information about curriculum and instructional innovation.

Copies are distributed to the entire full time and associate faculty, administrators, and support personnel. Suggestions for additions to our outside mailing list are welcome.

5. AGGREGATE

Aggregate is the name chosen for short, simple annotated bibliographies of books, articles, materials, etc., on specific educational topics. These are compiled and distributed to interest faculty. Copies of all Aggregates are kept on file in the Resource

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Center and a list of currently available titles is published in PROBE.

Faculty wishing to receive a personal copy of a given title or to suggest a title should contact the F.R.C.

TOPICS

1. Instructional Development by Subject Area

2. Curriculum Development by Subject Area

3. Individualized Instruction

4. Educational Evaluation

5. Classroom Management

6. Student Motivation

7. Computers in Education

8. Educational Planning

And others as requested.

6. THE LUNCH SEMINAR PROGRAM

This consists of a series of informal seminar-type meetings held over a bag lunch. Topics are of an educational nature considered of interest to all faculty. Generally the format consists of a round table discussion or question and answer session with one or more individuals primarily responsible for the topic. This session is used to report items of interest to faculty, to explain some item in detail at an appropriate point in time, or to test out interest in a particular item. Individuals returning from conferences or trips can use the seminar to share information with others on campus. Coffee and tea are available for participants.

Seminars are scheduled for alternate days to give different faculty a chance to attend. Should interest warrant, a given topic can be repeated.

The F.R.C. suggests a number of tentative topics for the year. Time and day slots are kept open to be filled at short notice as the semester progresses. Anyone interested in proposing a topic simply contacts the F.R.C.

A flier announcing the topic and speaker for the week reaches faculty on the day before the seminar is scheduled.

SOME TOPICS

Diagnostic Test Center

Current Registration Options

P.C.C. Student Characteristics

Faculty Grant Program: A New Emphasis

Visit to the Alternative Learning Center

Institutional Service Growth Program

Pima Development Program

Reviewing the CBI Approach

Credit by Examination

The Community Campus

Visit to the Social Science Learning Center

The Subject Area Coordinator

Helping Associate Faculty

Workload in the Age of Individualized Instruction

Curriculum Planning With Mini Courses and Modules

7. THE WORKSHOP PROGRAM

Two types of workshops are offered through the F.R.C.:

(1) In depth, semester long, repeatable offerings involving faculty in an activity designed to produce an end product directly applicable to the instructor's current assignment.

(2) Shorter intensive sessions on a particular topic.

Semester long workshops are generally scheduled for one or two hours of group session per week with individualized work as appropriate. To allow faculty to plan schedules in advance, Monday and Tuesday afternoons at 4:00 p.m. have been established as the usual

time for these sessions. Short workshops may be scheduled at appropriate times during the semester.

In general workshop facilitators are chosen from the faculty whenever possible because of their availability and their knowledge of specific Pima concerns. Faculty who have developed skills and have an interest in disseminating that skill to others in this format are asked to make their interest known to the F.R.C. A file of such faculty and topics is being compiled by the F.R.C.

When they meet the qualifications outlined for the PPG programs, workshops carry one or more PPG credits. Full time participating faculty will receive PPG credit while facilitators may be compensated by (1) overload contract, (2) PPG points, or (3) released time subject to the approval of the Dean of Instruction.

To prevent conflicts and/or duplications and to assure that appropriate PPG credit is assigned, any individual or group interested in sponsoring or facilitating a workshop should contact the F.R.C. in advance of the semester desired.

Registration for workshops is done through the F.R.C. and generally a given workshop is offered if ten or more faculty register.

For all workshops, the F.R.C. prepares an initial syllabus with the facilitator, arranges for PPG credit, distributes information to all who may be interested, registers participants and forwards a completion report to the Dean of Instruction and the PPG Committee.

The workshop facilitator has the responsibility to prepare a detailed syllabus of the workshop and a copy of all materials used for permanent file in the center, an evaluation (personal and participant) and a completion report.

8. FACULTY FORUM ·

We presently conduct a series of monthly gatherings on topics not specifically related to either Pima College or to education subjects, but merely on any topic that would serve the purpose of interesting and stimulating faculty. Such topics might include recent advances in discipline related areas or general knowledge topics of interest. The forum was established as an off-campus evening function and those attending feel it should be continued.

Meetings are scheduled about every five or six weeks with the evening rotated to allow for different schedules. An off-campus location adds a note of sociability and enhances the attempt to discuss matters that do not specifically relate to the college.

It has been suggested that each division might sponsor a forum during the year.

Fliers announcing the topic date, and location are sent out the week before a meeting.

9. MINI-WORKSHOP

There are many topics which require more than a brief introduction but less than a semester workshop. Such topics can best be covered in the mini-workshop format, an intensive three hour presentation designed to give participants more than a nodding acquaintance with the subject. This time format should make the offerings attractive to associate faculty as well as to full time staff.

A total of ten offerings from a suggested list are made, one each month. Each mini-workshop consists of a three hour session and some require additional follow-up activity.

Facilitators may be Pima faculty with necessary skills and interest or outside consultants as appropriate. Facilitators develop a written outline of the mini-workshop and conduct an evaluation at the end of the session.

Participants register in advance for these sessions which are held only if ten or more people indicate interest. Faculty completing any five (5) mini-workshops during the course of the year may receive one PPG credit.

1975 PROGRAM

1. "Mods, Minis, Micros, etc." - Alternative Course Configurations: rationale, mechanisms, advantages, and disadvantages of other course formats.

2. "Curing the Fuzzies" - Revising Instructional Objectives: A quick brush-up on the who, when, what, and where of objectives. Bring your own (either perfect or perfectly horrible) objectives to serve as working examples.

3. "Exclusively Yours" - Individualizing Instruction: What does it actually mean? What are the components of a good program? How do you go about getting started?

4. "Skinner in My Classroom" - Behavior Modification: Applications of the techniques of behavior. Modification of instructional design and teaching behavior.

5. "Teaching as a Performing Act" — Some rather fundamental steps you can take to improve your "performance" in the classroom.

6. "The Alternative Learning Center" - What is it? What's happening over there? How can you use it?

7. "Our Computer Loves Us - Sort Of" - The computer as an educational tool: An overview of how it can be used as an educational adjunct with special emphasis on Pima's facilities.

8. "You've Come a Long Way Baby, But ..." - The women's program at Pima. Did you know there was one?

9. "I'm OK or Am I" - Professional Self Appraisal: The teacher can evaluate his own performance.

10. "Mastery Learning and Bloom's Taxonomy" - The concept of learning for mastery, need for individualized instruction, taxonomy of instructional objectives.

11. Designing a Learning Package - Given a model, participants will design a learning package for use with their own students.

10. INSTRUCTIONAL MEDIA FAIRS

Each year the number and kind of instructional resources available increases. It has become almost as difficult for faculty to keep up with these offerings as it is to keep up with the knowledge explosion.

Instructional media fairs:

(1) provide interested faculty with a concentrated display of materials;

(2) stimulate faculty who would not ordinarily seek out such information on their own; and

(3) enable faculty to review materials as a group.

The fairs are a series of displays of commercially available instructional materials. Each month the resource center concentrates on one division, organizes a display of catalogs, samples, etc., for preview and review by division faculty for a few days.

Faculty wishing to see any specific item should contact the center or the curriculum facilitator for their division at least a month in advance of the scheduled viewing session.

SCHEDULE

DIVISION

Health Careers..........................November
Business................................December
Math, Science, Electronics.............January
Fine Arts...............................February
Human Resources.........................March
General Studies.........................April

11. COLLEGE DEVELOPMENT WEEK

The F.R.C. will cooperate with the Office of Instructional Services in planning and implementing a program to provide a useful week of development activities at the beginning of second semester.

The College Development Week has been dedicated to meetings and workshops designed to enhance both institutional and personal professional development.

12. MONITORING FACULTY INTERESTS AND SKILLS

The F.R.C. attempts to be a central clearing house for information. If you have any needs or interests that are not being met, let us know and we will see what can be done.

In addition, we need to know about the skills and information you have that might be of use to others.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

TRAINING AND STAFF DEVELOPMENT PROGRAM
FOR PART-TIME OCCUPATIONAL INSTRUCTORS

Virgil D. Hoover.
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The Community College District Training Unit is a service
function that was added to the District administrative structure
to provide support for the Vice-Presidents in charge of both certifi-
cated and classified employees.

The Training Unit is a viable changing structure that is
designed to do much more than fight brush fires, it must consider
what is ahead two, three, four, or five years down the road. The
Training Unit is integrated with other planning components within
the District, i.e.; expansion plans, change-over or new directions,
manpower needs, and renewal of both regular and adjunct faculty in
a way that provides training on a controlled time basis.

The Training Unit attempts to provide a realistic way of
ascertaining the personnel needs of the District, the aspirations
of the employees and the community factors that will dictate the
training to be offered. A systematic approach is employed to collect
and analyze job data and curricula development which can be corre-
lated with the enormous internal training capability available in the
District. The Training Unit engages in training program development
when specialized training activities are needed. It also offers
logistic support to any workshop, seminar, program, or meeting for
any District sponsored group or committee. It has basic responsi-
bility in the orientation of new classified employees and it coordi-
nates the orientation of adjunct faculty with the Deans of Continuing
Education.

The Training Unit also has the primary responsibility to pro-
vide a comprehensive teaching competency program for adjunct faculty.
It has identified the areas of teaching competency, engaged in
materials development for either self-pacing or small group instruc-
tion, located and/or trained the trainers, and maintains records.

At some point in time the Training Unit performs the following
duties and responsibilities:

Formulate and supervise training policies.
Ascertain the kinds and amount of training needed.
Identify the financial, physical and personnel resources
available to meet the training needs.

9

Make arrangements for training.
Design training programs to be conducted within the District.
Consult with Deans, Managers and Supervisors to help
    differentiate between training and non-training problems.
Resolve training related problems.
Assist line and staff personnel conduct training sessions.
Train the trainers.
Advise on instructional matters.
Instruct some training sessions.
Composing and arranging for the production of training aids.
Operating, storing, and maintaining instructional equipment.
Operate training facility.
Maintain records of employee training.
Budgeting and controlling of training costs.
Provide liaison with training organizations and vendors.

It is the goal of the Maricopa County Community College
District Training Unit to provide the District with a ready source
of alert efficient workers who will ensure that the objectives of
the District will be accomplished while recognizing the individual
employee contribution and career aspirations.

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING PROGRAM

BACKGROUND INFORMATION AND INSTRUCTIONS

BACKGROUND INFORMATION

The part-time occupational instructor training program is
designed for those instructors who hold full-time jobs in industry,
business, or government and who teach on a part-time basis in the
community college.

It is generally agreed that instruction can be effective only
if one has competency in both the technical content and in the area
of instructing. The instructor who has competency in only one of
these areas, places the learner at a disadvantage for efficient and
effective learning.

Instructors selected to teach occupational courses are identified
on the basis of their technical competency as the number one cri-
terion rather than instructing ability. This does not preclude that
some instructors may have competency in both areas. However, in most
cases, the technically competent beginning part-time occupational
instructor has not had the time nor the opportunity to gain experi-
ence as an instructor.

The content which is divided into five modules and their
respective Learning Units has been identified and developed to pro-
vide part-time instructors who teach adult occupational courses with

the opportunity to improve their instructional methods and techniques.. The modules and Learning Units* have been identified and verified by employed occupational instructors and supervisors as the content most important and useful toward the development of efficient instruction.

Following is a list of the five Modules and twenty-seven Learning Units which were identified and based on specific tasks (obtained through a questionnaire) considered most important by the occupational instructors, and supervisors; and the suggested clock hour allotment for each.**

MODULE 1 ORIENTATION AND INTRODUCTION (6 hours)

Learning Units 1.1 Orientation to the Community College (1 hour)
                1.2 Post secondary Occupational Education (1 hour)
                1.3 The Part-Time Occupational Instructor (2 hours)
                1.4 Counseling and Guidance of Students (2 hours)

MODULE 2 LEARNING AND TEACHING (10 hours)

Learning Units 2.1 Organizing the Class (2 hours)
                2.2 Describing the Adult Learner (2 hours)
                2.3 Learning Principles Applied to Adults (2 hours)
                2.4 Motivating Students (2 hours)
                2.5 Resolving Classroom Problems (2 hours)

MODULE 3 PLANNING INSTRUCTION (20 hours)

Learning Units 3.1 Introduction to Planning Instruction (2 hours)
                3.2 Conducting Instructional Analysis (3 hours)
                3.3 Planning Course Outlines and Instructional
                     Schedules (3 hours)
                3.4 Writing Performance Objectives (3 hours)
                3.5 Lesson and Session Planning (3 hours)
                3.6 Planning Teaching Aids (3 hours)
                3.7 Planning Written Instructional Materials
                     (3 hours)

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*The selection of modules and Learning Units is based on a study completed at MICC during the 1974-75 school year, including responses to a prepared questionnaire from 80 part-time occupational instructors, 33 full-time occupational instructors, and 22 administrators, supervisors, and coordinators of occupational education programs.

**See Listing of: "MODULES, LEARNING UNITS, AND LEARNING UNIT TASKS" for the complete listing of tasks included in each of the above Learning Units.

MODULE 4 PRESENTING INSTRUCTION (20 hours)

Learning Units 4.1 Presenting Effective Instruction (2 hours)
                4.2 Leading Group Discussions (3 hours)
                4.3 Demonstrating Manipulative Skills (3 hours)
                4.4 Use Questioning Techniques (3 hours)
                4.5 Presenting Illustrated Lectures (3 hours)
                4.6 Using the Case Study (3 hours)
                4.7 Presenting Content Using Films and Tapes
                     (3 hours)

MODULE 5 EVALUATING INSTRUCTION (10 hours)

Learning Units 5.1 Evaluating Procedures and Criteria (2 hours)
                5.2 Constructing Informational Tests (3 hours)
                5.3 Constructing Manipulative Performance Tests
                     (3 hours)
                5.4 Recording Achievement and Computing Grades
                     (2 hours)

GENERAL INSTRUCTIONS

The five Modules and the twenty-seven Learning Units are
arranged in a suggested sequence for greater learning effectiveness.
The first number listed for each Learning Unit refers to the Module,
the second number refers to the Learning Unit within that particular
Module. Therefore, 3.5 refers to MODULE 3 PLANNING INSTRUCTION, and
Learning Unit 5 Lesson and Session Planning. In general the Modules,
and the Learning Units contained in each, should be taken in the
numerical order presented. However, this may be changed due to the
background experience and competency of a particular part-time occu-
pational instructor as well as the availability of the resource
materials and instructional sessions for that particular Learning
Unit.

Reference should be made to the "SEQUENCE OF LEARNING UNITS"
sheet for the suggested sequence of the Learning Units. It is
essential that 1.1 (MODULE 1, LEARNING UNIT 1) be taken prior to any
other Learning Unit, since 1.1 includes orientation to the College,
policies of the institution, and financial information. Attendance
at the 1.1 session is required of each part-time instructor prior to
each semester or term teaching assignment. Following the completion
of 1.1, it is suggested that the part-time instructor take 1.2, then
1.3, and so on. When an instructor has gained competence in a
particular Learning Unit, beginning with 1.2, that Learning Unit
should not be repeated, but rather an additional Learning Unit
should be selected to further promote instructor effectiveness. The
arrow on the "SEQUENCE OF LEARNING UNIT" sheet indicates that the
Learning Unit from which the arrow originates should be completed
(or the instructor should exhibit competence in the Unit) before
going on to the Learning Unit to which the arrow points.

Each Module contains an introductory statement indicating the importance and relevance of the content included in that particular Module. Also, contained is a listing of the specific Learning Units included in that Module.

Each Learning Unit is made up of four component parts: (1) Objectives of the Unit, (2) Resources for instructor and student use in completing the Learning Unit, (3) A Criterion Test to be completed following study of the Learning Unit, and (4) The Application of the content learned.

Following the introductory statement, the listing of the Learning Units, and the stated Learning Unit components, is a list of specific procedures to be followed by the occupational instructor in completing each of the Learning Units.

<u>LISTING OF</u>
<u>MODULES - LEARNING UNITS - LEARNING UNIT TASKS</u>

MODULE 1   ORIENTATION AND INTRODUCTION

Learning Unit 1.1   Orientation to the Community College

    Tasks: 1.1.1   Identify Certification Requirements
            1.1.2   Complete Application Procedures and Forms
            1.1.3   Describe School Policies
            1.1.4   Complete Required Reports
            1.1.5   Follow Classroom Procedures
            1.1.6   Identify Procedure for Materials Duplication
            1.1.7   Use Instructional, Information, Learning Centers

Learning Unit 1.2   Understanding the History and Philosophy
                       of Community Colleges

    Tasks   1.2.1   Identify Purpose of the Community College
            1.2.2   Recent Social Changes
            1.2.3   Educational Implications of Social Changes
            1.2.4   History of Community Colleges
            1.2.5   The Original Community College System
            1.2.6   Philosophical Principles of Community Colleges

Learning Unit 1.3   The State Community College System, the Laws,
                       Financing and Governance

    Tasks   1.3.1   The Community College System
            1.3.2   Duties of State Board of Directors of Community
                    Colleges
            1.3.5   The District Governing Board
            1.3.6   Financing the Community Colleges

Learning Unit 1.4   The Role of the Beginning Part-Time Occupa-
                     tional Instructors

    Tasks: 1.4.1 The Teacher's Role
            1.4.2 Clues to Successful Adult Teaching
            1.4.3 Some Competencies of the Adult Educator

MODULE 2   LEARNING AND TEACHING

Learning Unit 2.1   Organizing the Class

    Tasks: 2.1.1 Establish Classroom Procedure
            2.1.2 Identify Principles of Classroom and Student
                   Control
            2.1.3 Complete Required Reports
            2.1.4 Follow Acceptable Housekeeping Practices
            2.1.5 Develop Safety Consciousness in Students
            2.1.6 Develop Procedure for Establishing Rapport
                   with Students
            2.1.7 Develop Favorable Attitude Toward Use and
                   Care of Equipment, etc.

Learning Unit 2.2   Describing the Adult Learner (2 hours)

    Tasks: 2.2.1 List and Explain Characteristics of Adult
                   Learners
            2.2.2 State and Give Implications of Individual
                   Differences
            2.2.3 Lead Adults to Educational Maturity
            2.2.4 Discuss Relationship Between Adult Learners
                   and Instructors

Learning Unit 2.3   Learning Principles Applied to Adults (2 hours)

    Tasks: 2.3.1 List and Explain Principles of Learning
            2.3.2 Illustrate Senses and Learning Relationship
            2.3.3 State Ways in Which Adults Learn
            2.3.4 Develop Effective Incentives for Learning
            2.3.5 Identify Procedures for Diagnosing Learning
                   Problems

Learning Unit 2.4   Motivating Students (2 hours)

    Tasks: 2.4.1 Set Up Procedures for and Motivate Students
                   in Acquiring Skills and Knowledge
            2.4.2 Stimulate Student Interest in Learning
            2.4.3 Develop Appreciation of Good Workmanship
            2.4.4 Develop Procedures for Motivating Students
                   in Out-of-Class Activities

Learning Unit 3.5   Lesson and Session Planning (3 hours)

    Tasks: 3.5.1 State Importance and Use
            3.5.2 Develop Lesson/Session Plan Format
            3.5.3 Develop and Write the Lesson/Session Plan
            3.5.4 Evaluate Lesson/Session Plans

Learning Unit 3.6   Planning Teaching Aids (3 hours)

    Tasks: 3.6.1 Describe Kinds and Types
            3.6.2 State Advantages and Uses
            3.6.3 Identify Procuring Procedure for Needed
                   Teaching Audio-Visual Aids
            3.6.4 Prepare Transparencies
            3.6.5 Evaluate Teaching Aids

Learning Unit 3.7   Planning Written Instructional Materials
                    (3 hours)

    Tasks: 3.7.1 Identify Kinds and Type
            3.7.2 Describe Advantages and Uses
            3.7.3 Select and Evaluate Texts and References
            3.7.4 List and Explain Procedures for Writing
                   Instruction Sheets
            3.7.5 Write Instruction Sheet

MODULE 4 PRESENTING INSTRUCTION (20 hours)

Learning Unit 4.1   Presenting Effective Instruction (2 hours)

    Tasks: 4.1.1 Identify and Describe Ways of Providing for
                   Varying Age and Competency Background
            4.1.2 Describe Tips and Ideas to Improve Teaching
            4.1.3 Identify and Explain Uses of Appropriate
                   Teaching Methods
            4.1.4 Identify Methods of Individualizing Approach
            4.1.5 Identify Methods of Group Instruction Approach
            4.1.6 Plan Use of Instruction Sheet
            4.1.7 Plan for Group Participation
            4.1.8 Plan for Use of Vehicles of Instruction

Learning Unit 4.2   Leading Group Discussions (3 hours)

    Tasks: 4.2.1 Prepare Lesson/Session Plan
            4.2.2 Arrange Physical Environment
            4.2.3 Provide for Wide Range of Student Competencies
            4.2.4 Involve Individuals and Obtain Group
                   Participation
            4.2.5 Lead Group Discussion

Learning Unit 2.5   Resolving Classroom Problems (2 hours)

Tasks: 2.5.1 Establish and Maintain Acceptable Standards of Discipline
        2.5.2 Assist Students in Identifying and Resolving Problems
        2.5.3 Develop Procedures for Solving Classroom Problems
        2.5.4 Plan for and Handle the Problem Student
        2.5.5 Identify the Student Dropout Problem

MODULE 3 PLANNING INSTRUCTIONS (20 hours)

Learning Unit 3.1   Introduction to Planning Instruction (2 hours)

Tasks: 3.1.1 Develop Procedures for Individual and Group Planning of Instruction
        3.1.2 Identify Standards of Performance
        3.1.3 Develop Procedure for Use of Human Resources
        3.1.4 Plan Instruction for Student Level and Interest
        3.1.5 Support Materials, Supplies, and Equipment

Learning Unit 3.2   Conducting Instructional Analysis (3 hours)

Tasks: 3.2.1 Identify Groups to be Served
        3.2.2 Identify Course Goals
        3.2.3 Define Analysis Terminology
        3.2.4 Plan Analysis Procedure
        3.2.5 Analyze for Informational Content
        3.2.6 Analyze for Attitudinal Content
        3.2.7 Analyze for Manipulative Content

Learning Unit 3.3   Planning Course Outlines and Instructional Schedules (3 hours)

Tasks: 3.3.1 Identify and Select Relevant Course Content
        3.3.2 Arrange Content in Instructional Order
        3.3.3 Develop the Course Outline
        3.3.4 Write the Instructional Schedule
        3.3.5 Select Relevant Assignments, Activities, Jobs, Projects, and Experiences
        3.3.6 Explain Nature and Make-Up of the Course of Study

Learning Unit 3.4   Writing Performance Objectives (3 hours)

        3.4.1 State Goals and Purposes
        3.4.2 Write Task Statements
        3.4.3 Identify Performance Objective Criteria
        3.4.4 Develop Procedure in Writing Performance Objectives
        3.4.5 Write Performance Objectives

Learning Unit 4.3   Demonstrating Manipulative Skills (3 hours)

    Tasks: 4.3.1   Prepare Lesson/Session plan for demonstration
          4.3.2   Prepare and arrange equipment, facilities, etc.
          4.3.3   Provide for wide range of student competencies.
          4.3.4   Prepare/select and use appropriate instruction
                  sheet.
          4.3.5   Involve individual and group participation
          4.3.6   Conduct demonstration

Learning Unit 4.4   Use Questioning Techniques (3 hours)

    Tasks: 4.4.1   Prepare Lesson/Session Plan
          4.4.2   Arrange Physical Environment
          4.4.3   Provide for Wide Range of Student Competencies
          4.4.4   Involve all Individuals
          4.4.5   Conduct Questioning Procedure

Learning Unit 4.5   Presenting Illustrated Lectures (2 hours)

    Tasks   4.5.1   Prepare Lesson/Session Plan
          4.5.2   Select/Prepare and Use Graphic Materials
          4.5.3   Select/Prepare and Use Visual Aids
          4.5.4   Provide for Wide Range of Student Competencies
          4.5.5   Obtain Individual Participation
          4.5.6   Select/Prepare and Use Written Instruction
                  Sheets
          4.5.7   Present Illustrated Lecture

Learning Unit 4.6   Using the Case Study (3 hours)

    Tasks: 4.6.1   Prepare Lesson/Session Plan
          4.6.2   Arrange Physical Environment
          4.6.3   Provide for Wide Range of Student Competencies
          4.6.4   Obtain Group Participation
          4.6.5   Prepare/Select and Use Written Instructional
                  Materials
          4.6.6   Present Content Using Case Study

Learning Unit 4.7   Presenting Content Using Films and Tapes (3 hours)

    Tasks: 4.7.1   Prepare Lesson/Session Plan
          4.7.2   Prepare and Arrange Equipment Facilities, etc.
          4.7.3   Provide for Wide Range of Student Competencies
          4.7.4   Obtain Individual and Group Participation
          4.7.5   Prepare/Select and Use Written Instructional
                  Sheets
          4.7.6   Present Slide/Tape Presentation
          4.7.7   Present 16mm Film

MODULE 5   EVALUATING INSTRUCTION (10 hours)

Learning Unit 5.1   Evaluating Procedures and Criteria (2 hours)

Tasks: 5.1.1   Identify and Explain Purposes of Evaluation
         5.1.2   Establish Relationship Between Objectives
                 and Evaluation
         5.1.3   Identify Types and Uses of Evaluation Devices
                 (Tests)
         5.1.4   Identify and Describe Criteria for Effective
                 Evaluation
         5.1.5   Plan an Evaluation Procedure

Learning Unit 5.2   Constructing Informational Tests (3 hours)

Tasks: 5.2.1   Establish Objectives (Expectation Level)
         5.2.2   Apply Criteria to Test Items
         5.2.3   Write Appropriate Objective Test Item
         5.2.4   Write Appropriate Essay Test Item
         5.2.5   Compile Questions into Organized Test Format
         5.2.6   Evaluate Test

Learning Unit 5.3   Constructing Manipulative Performance Tests
                       (3 hours)

Tasks: 5.3.1   Establish Objectives (Expectation Level)
         5.3.2   Apply Criteria to Test Items
         5.3.3   Write Appropriate Performance Test Items
         5.3.4   Develop and Use an Observation Form
         5.3.5   Compile Questions into Organized Test Format
         5.3.6   Evaluate Test

Learning Unit 5.4   Recording Achievement and Computing Grades
                       (2 hours)

Tasks: 5.4.1   Score Performance Tests
         5.4.2   Score Information Tests
         5.4.3   Develop and Maintain Student Achievement
                 Progress Chart
         5.4.4   Compute Grades.

4.4   QUESTIONING TECHNIQUES

Objectives: After completion of this unit each participant
                     should be able to:

                     1. List four ways to develop group cohesive-
                         ness.

                     2. List the obstacles to group communication.

                     3. Formulate questions that deal with recall
                         solution.

                     4. Formulate questions which relate to the
                         application of ideas or concepts.

Resources: Rose, H. C., The Instructor and His Job,
                     American Technical Society, Chicago, Illinois.

Application: The job of instruction is basically a two way
                     communication process (sender-receiver).
                     Proper feedback from students provide the
                     necessary formative evaluation to determine
                     student progress or course content.

4.4.1 GROUP STRUCTURE

   The two-way communicative process is an essential part of the
instructors job. It is through this communicative linkage that
learning takes place.

   A class group is made up of individuals, each one different
from the other. The first or second time the class meets there is
some apprehension by students toward one another and toward the
instructor. After the individuals start to feel relaxed with each
other they will begin to function as a group. The instructor can
speed up the development of group dynamics by:

   1. Introduce yourself - tell the group about your experience
       and background that qualifies you to lead the group.

   2. Have each member introduce themselves - or make name
       cards to use for the first few class sessions.

   3. Review the course content and tell briefly what will be
       covered in each session.

4. Be sure to announce that you expect participation - you will welcome their contributions, questions, and their ideas even their disagreements.

5. Stress how the sessions will benefit them.

Establishing a degree of group cohesion is important in the communicative process. Primarily the same obstacles that apply to getting through to one individual are involved in getting through to a group. Obstacles such as:

Distractions - noise, confusion, unprepared lessons, etc.

Emotions - fear, anxiety, anger, concern for lesson, home or job.

Vocabulary - difficult terms, meanings, new words, slang expressions.

Content - material too easy, too hard, improper foundation, or foreign.

Remember the instructor is talking to the whole group but he is trying to communicate with each member. If the instructor keeps in mind that every member of the class is an individual with separate needs, desires, and learning styles, he can pattern the course content and delivery to meet many individual situations.

GROUP COMMUNICATIONS

1. It is easy for an individual to withdraw his attention when in a group setting.

2. In a group setting each individual can let the class "eager beaver" respond and take the responsibility for feedback to the instructor.

3. Feedback from a group must be planned so that each member is called upon from time to time.

4. Some people are more dynamic than others and will try to "impress" the teacher and the other class members by answering all the questions.

4.4.2 TECHNIQUES FOR GROUP COMMUNICATION

You can overcome the obstacles to effective group communication by adapting the techniques of one-to-one communication. Some of these techniques are:

1. Start your presentation by explaining what is going to
   be accomplished in the session (lesson objective).

2. Use examples or illustrations whenever the material
   could be subject to more than one interpretation.

3. Allow the group time to let the material "soak in."

4. Use prepared criterion questions to generate feedback to
   evaluate the presentation of material.

5. Repeat complicated or detailed material in several ways
   mixed with prepared questions.

6. Summarize at the end of a lesson.

4.4.3 EFFECTIVE QUESTIONING

Inexperienced instructors or those who feel that "teachers talk
and students should listen" rely too heavily upon one-way communi-
cation. Such instruction frequently results in exposing the student
to the subject without much _learning_ taking place.

Experienced instructors have found that two-way communication
is essential for learning to take place. They have learned from
experience that the questioning approach is a good way to generate
two-way communication if:

1. it is done at the right time,

2. it causes the student to learn by thinking and doing,

3. it changes the student from a passive listener and observer
   to an active listener and observer.

In using criterion questioning we are interested primarily in
stimulating the learner to make use of information, to put together
facts which he has learned but has failed to understand or assimi-
late, or to draw logical conclusions which become evident when the
pertinent facts are brought to his attention.'

Skillful questioning, like any other teaching technique, can be
learned by any creative person. In preparation for the effective
use of questions we need to consider the characteristics of good
questions, the types of questions that may be employed for different
situations, and the techniques of using questions.

4.4.4 TYPES OF QUESTIONS

We can divide questions into two main groups: 1. Factual (recall) and 2. Problem and/or application. Factual questions are used to determine whether the student can remember or recognize specific facts. Problem and application questions cause the student to apply facts and principles in the solution of problems.

Factual Questions

Skill in the application of facts and principles is more important than the rote memorization of facts. Although factual questions have their place in the instruction-process they should not be used to the exclusion of other forms of reinforcement. Some instructors use factual questions exclusively because they are much easier to think of and the answer is either right or wrong and they save time.

Examples of Factual Questions

1. How many poles does a magnet have?

2. What are two types of questions?

3. What are the three methods of learning?

FACTUAL QUESTIONS SHOULD BE USED SPARINGLY

Problem and Application Questions

The problem and application questions causes the student to use or apply information. This type of question sets up a problem. involving a number of factors and perhaps some variable elements. This type of question causes the student to connect the bits and pieces of the specific objective or concept under discussion. The learning principles of application and transfer are utilized in this type of question. This type of question starts out with a statement of a condition which establishes the parameters of the problem and the student is asked what he would do to connect the information into a logical application.

Examples of Problem or Application Questions

1. You want to build a transformer to step down 440 volts to 110 volts. (You have a coil with 2080 turns on the secondary) What steps would you go through?

2. You are asked to set up a bookkeeping system for a small manufacturing plant. How would you go about it?

3. In constructing a drawer the bottom is usually held in grooves on the front and each side but fastened with one or two small nails to the bottom of the back. Why? Does the use of plywood or hardboard change this procedure? How?

PROBLEM OR APPLICATION QUESTIONS PROVIDE REINFORCEMENT AND FACILITATE LEARNING

4.4.5 CHARACTERISTICS OF QUESTIONS

The instructor who prepares the questions that he will use in advance, of the lesson will find that the questions will enhance the learning situation. Questions should be:

1. Clear and easily understood.

2. Composed of words that are common to the student and have been used in the lesson material.

3. Thought provoking so that a simple yes or no can not be given as an answer.

4. Criterion referenced so that the main points of the lesson objective become the focus of the questions.

PREPARING QUESTIONS IN ADVANCE

Good thought provoking questions are not easy to think of "on the spot" and this practice usually leads to factual questioning to the exclusion of problem and application questions. It is therefore sound practice to prepare the questions while planning the lesson. One method to use that will tie the questions directly to the fundamental material is the criterion referenced approach. In this approach each lesson is preplanned to accomplish specific performance objectives. The instructor can then prepare questions which relate directly to the objectives.

Example of Criterion Referenced Approach

Performance objective
At the completion of this lesson each student shall be able to describe, in his own words, the steps necessary to construct a step down transformer.

Question
You want to build a transformer to step down 440 volts to 110 volts. (You have a coil with 2080 turns on the secondary) What steps would you go through?

4.4.6 TECHNIQUES OF USING QUESTIONS

Skillful use of questions comes with practice. However, a few basic ideas on their use can be set forth as a guide.

Questioning Procedure

1. Prepare all questions in advance.

2. Ask the question.

3. Pause so that all members of the class begin to formulate an answer.

4. Call on one student by name.

5. Listen to answer to determine if a leading question is necessary.

6. Emphasize correct answer or ask another student to verify the answer given.

7. Recognize the student(s) who respond correctly.

The method of using only factual or rhetorical questions should not be used often or over a long period of time. It may be used to stimulate a dull class or encourage groups of shy students to participate. This method decreases individual thought and allows the lazy student to do nothing. The major defect is that this method does not give the instructor or the student an opportunity to evaluate the effectiveness of the lesson.

It is vital in the questioning process that the instructor pause after asking each question so that each person in the group will have time to think about the question and to organize his thoughts. A pause after the answer or several answers to the same question will permit members of the class to mull over the different ideas that were brought out.

There is no one best way to call upon members of the class to respond to questions. If the teacher uses a system some of the students will "break the code" and start paying attention only when their "turn" is about ready to come up. Some instructors use cards with the students names on them and they shuffle them before class and call on the students as their card appears. Other instructors have mentally divided the room into four parts and they rotate calling on students from each part. Still others match the question with the abilities of the student to answer. Research in this area seems to show that a teacher who has a pattern of asking questions, even if the pattern changes from time to time, will be more effective

in learning development for students than the teacher who calls upon only the talkative or bright students to answer.

In summary, good questions lead to good communication and understanding among instructors and students. Questions are essential teaching tools, their skillful use is the mark of an effective instructor.

BACKGROUND INFORMATION

CHECK THE TYPE OF BUSINESS/INDUSTRY IN WHICH YOU ARE EMPLOYED
FULL TIME.

_____ (1) Manufacturing	_____ (8) Health Service
_____ (2) Insurance	_____ (9) Transportation
_____ (3) Distribution	_____ (10) Governmental
_____ (4) Banking	_____ (11) Construction
_____ (5) Real Estate	_____ (12) Education
_____ (6) Public Utilities	_____ (13) Publishing
_____ (7) Secretarial	_____ (14) Other _____

CHECK GENERAL RESPONSIBILITY

_____ (1) Administrative Capacity
_____ (2) Supervisory Capacity
_____ (3) Non-Administrative or Supervisory Capacity

CHECK PROFESSIONAL INSTRUCTOR TRAINING YOU HAVE COMPLETED

_____ (1) Instructor Training Workshops and Seminars
_____ (2) Formal Instructor Training Courses (no degree)
_____ (3) Associate Degree
_____ (4) Bachelor's Degree in Education
_____ (5) Bachelor's Degree - other than Education
_____ (6) Above Bachelor's Degree in Education
_____ (7) Above Bachelor's Degree - other than Education

CHECK TEACHING EXPERIENCE

_____ (1) No Teaching Experience	_____ (4) Have taught two to five years
_____ (2) Have taught one semester or less	_____ (5) Have taught over five years
_____ (3) Have taught one year	

CHECK PRESENT TEACHING RESPONSIBILITY

_____ (1) Full-time teaching   _____ (2) Part-time teaching

INSTRUCTIONS FOR COMPLETING THE TASK INVENTORY

Carefully read each of the task statements listed below and on the following pages. Then rate each task which part-time occupational instructors (those who normally hold full-time jobs in business and industry during the day and teach on a part-time basis in the late afternoons and evenings) should be able to perform, have competency in, and knowledge of, to be considered effective instructors.

Rate each task by placing a number 1, 2, 3, 4, or 5 in the column labeled "Importance" which most clearly estimates the importance and use of the tasks in relationship to the total list of tasks in that Activity Section.

At the end of each section, in the space provided, write in and rate any additional tasks which you think part-time occupational instructors should be able to perform, have competency in, and knowledge of:

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

Listed below are six major Activity Sections and a list of specific tasks under each. Rate each task which you think part-time occupational instructors should be able to perform, have competency in, and knowledge of. Add additional tasks which are not listed, then rate the tasks you have listed.	IMPORTANCE
	1. Not important 2. Below average in importance 3. Average in importance 4. Above average in importance 5. Highly important

ACTIVITY I. ORIENTATION AND INTRODUCTION

No.	TASK STATEMENTS Part-time Occupational Instructors should be able to:	
1.	Explain and carry out school policy.	
2.	Maintain appropriate student and school records.	
3.	Maintain appropriate financial accounts.	
4.	Prepare and submit required reports.	
5.	Identify certification requirements for part-time occupational instructor.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY I. ORIENTATION & INTRODUCTION (Cont'd)	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important 2. Below average in importance 3. Average in importance 4. Above average in importance 5. Highly important
6. Explain the major purpose of a community college.	
7. Formulate a philosophy of occupational education.	
8. List and explain goals and objectives of occupational education.	
9. Describe differences and similarities between community college and private school occupational education.	
10. Describe differences and similarities between community college occupational education and industry/business training programs.	
11. Define selected occupational education terms.	
12. Identify and list responsibilities of part-time occupational instructor.	
13. Identify and discuss qualities of an effective instructor.	
14. Identify and describe problems faced by part-time instructors.	
15. Explain principles of adult education.	
16. Explain importance of being prepared.	
17. Work effectively with a supervisor and administrator.	
18. Identify and describe responsibilities for guidance of students.	
19. Interview and counsel students.	
20. Compile and use occupational information in counseling students.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY I. ORIENTATION & INTRODUCTION (Cont'd)	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance 4. Above average in importance. 5. Highly important.
21. Determine employment opportunities.	
22. Identify and describe principles of human relations applied to faculty and community.	
23. Build community support for occupational programs.	
24. Interpret occupational programs to fellow educators and/community.	
25. Works effectively with labor and management groups.	
26. Identify and describe role of advisory committees.	
27.	
28.	
29.	
30.	
31.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY II. LEARNING & TEACHING	IMPORTANCE
No. <u>TASK STATEMENTS</u> Part-time Occupational Instruc- tors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance. 4. Above average in importance. 5. Highly important.
1. Identify, list, and explain principles of learning.	
2. Identify and explain theories of learning applied to adults.	
3. Explain psychology of learn- ing applied to adults.	
4. Identify ways in which adults learn.	
5. Identify and describe characteristics of adult learners.	
6. Identify individual differences in the learning process.	
7. Diagnose learning problems of adults.	
8. Identify and explain senses used in the learning process.	
9. Describe how adults learn skills and knowledge.	
10. Identify and apply effective positive incentives.	
11. Identify and apply effective negative incentives.	
12. Identify and explain the role in helping adults reach educa- tional maturity.	
13. Explain the relationship between occupational courses and other courses.	
14. Identify and explain traits of instructors that effect learning.	
15.	
16.	
17.	
18.	
19.	
20.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY III. PLANNING INSTRUCTION	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance. 4. Above average in importance. 5. Highly important.
1. Identify groups to be served.	
2. Identify programs to be organized.	
3. Define instructional material development terms.	
4. Identify and select relevant instructional materials.	
5. Identify and obtain appropriate human resources.	
6. Plan instructional materials cooperatively with others.	
7. Analyze an occupation for informational content.	
8. Analyze an occupation for manipulative content.	
9. Analyze an occupation for attitudinal content.	
10. Arrange content (learning tasks) into an instructional order.	
11. Develop a course outline.	
12. Develop an instructional schedule for a semester.	
13. Plan a class session.	
14. Write lesson plans.	
15. Identify and list procedure for writing performance objectives.	
16. Write performance objectives.	
17. Identify acceptable standards of workmanship for entrance into work.	
18. Select and evaluate appropriate assignments, activities, jobs and projects.	
19. Organize course content around useful and meaningful experiences.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY III. PLANNING INSTRUCTION (Cont'd)	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance. 4. Above average in importance. 5. Highly important.
20. Identify and list procedures for developing instruction sheets.	
21. Write instruction sheets.	
22. Plan and write a course of study.	
23. Identify and select materials suited to students' level and interest.	
24. Select and evaluate textbooks.	
25. Identify and list advantages/ uses of appropriate teaching aids.	
26. Prepare visual materials (transparencies, etc.)	
27. Prepare flip-chart materials.	
28. Prepare slide/tape presentation materials.	
29. Identify procedures used to procure audio visual aids and other teaching devices.	
30. Evaluate teaching aids and adjust to demands of teaching situation.	
31. Assemble equipment, supplies, etc. for teaching process.	
32.	
33.	
34.	
35.	
36.	
37.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY IV. PRESENTING INSTRUCTION	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance. 4. Above average in importance. 5. Highly important.
1. Identify and list tips and ideas to improve teaching effectiveness.	
2. Identify and describe appropriate methods and techniques for teaching occupational subjects.	
3. Follow lesson plans in presentation.	
4. Present content using case studies.	
5. Present content using illustrated lectures.	
6. Present content using role playing.	
7. Demonstrate manipulative skills.	
8. Effectively use brainstorming technique.	
9. Effectively use the questioning technique.	
10. Lead group discussions.	
11. Present content graphically.	
12. Follow safe and acceptable practice in presentation.	
13. Apply use of assignments, exercises, jobs, and projects in presentation.	
14. Apply use of instruction sheets in presentations.	
15. Apply use of selected visual aids in presentations.	
16. Apply use of slide/tape in presentations.	
17. Apply use of 16 mm film in presentations.	
18. Obtain group participation.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY IV. PRESENTING INSTRUCTION (Cont'd)	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance. 4. Above average in importance. 5. Highly important.
19. Conduct sessions using group instruction approach.	
20. Present content to groups with wide chronological and mental age range.	
21. Provide for wide age and competency background.	
22. Follow individualizing approach in teaching.	
23.	
24.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY V. EVALUATING INSTRUCTION	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance. 4. Above average in importance. 5. Highly important.
1. Identify and describe purpose of evaluation.	
2. Identify types and uses of evaluation devices, (tests), etc.	
3. Evaluate evaluation devices (tests).	
4. Plan and initiate an evaluation procedure.	
5. List and describe criteria for effective tests.	
6. Apply criteria to test construction.	
7. Write tests to evaluate information content.	
8. Write tests to evaluate manipulative content.	
9. Evaluate student achievement.	
10. Evaluate against expectation levels.	
11. Construct and use objective tests.	
12. Construct and use essay tests.	
13. Construct and use performance tests.	
14. Construct and use rating scales.	
15. Develop and use observation techniques.	
16. Develop and maintain progress charts and records of student achievement.	
17. Compile questions into organized test format.	
18. Select and evaluate commercial tests.	
19. Compute grades.	
20.	
21.	
22.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY VI. MANAGING INSTRUCTION	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance. 4. Above average in importance. 5. Highly important.
1. Develop safety consciousness in students toward safe practices.	
2. Develop appropriate students' attitudes toward care and conservation of equipment and supplies.	
3. Establish classroom procedure.	
4. Identify techniques and principles of classroom and student control.	
5. Identify and develop procedures to solve classroom problems.	
6. Plan for and handle the problem student.	
7. Identify student dropout problem.	
8. Assist students in identifying and resolving problems.	
9. Establish and maintain acceptable standards of discipline.	
10. Develop appreciation of good workmanship in students.	
11. Describe procedure for and establish rapport with students.	
12. Motivate students to acquire skills and knowledge.	
13. Stimulate student interest in learning.	
14. Plan for and motivate students in out-of-class activities.	
15. Complete required written reports.	
16. Select and order special materials, supplies and equipment.	

PART-TIME OCCUPATIONAL INSTRUCTOR TRAINING TASK INVENTORY

ACTIVITY VI. MANAGING INSTRUCTION (Cont'd)	IMPORTANCE
No. TASK STATEMENTS Part-time Occupational Instructors should be able to:	1. Not important. 2. Below average in importance. 3. Average in importance. 4. Above average in importance. 5. Highly important.
17. Maintain projection equipment.	
18. Maintain duplication equipment.	
19. Organize procedures for maintenance of tools and equipment.	
20. Maintain tools and equipment.	
21. Develop and follow procedures for storage control.	
22. Describe and follow acceptable housekeeping practices in the shop and classroom.	
23.	
24.	
25.	
26.	
27.	
28.	

INNOVATIONS IN STAFF DEVELOPMENT
AT THE
LOS ANGELES COMMUNITY COLLEGE DISTRICT

Leslie Koltai
William D. Allen
California

The Los Angeles Community College's Staff Development program was established in 1975. During that year, the District hosted several workshops and in-service training programs for its employees. This paper will focus on two of the staff development programs: the Administrative Intern Program, a District wide project; and an Industry Exchange Program, instituted at Los Angeles Trade-Technical College.

THE ADMINISTRATIVE INTERN PROGRAM

The Administrative Intern Program's primary objective is to provide an opportunity for permanent, certificated and classified employees, inexperienced in administration, to gain training and experience useful in preparing them for entry-level administrative positions. A secondary objective is to assist the District in its affirmative action effort to have qualified minority and women candidates available for administrative positions.

To be eligible, applicants are required to have earned a master's degree or an equivalent advanced degree and have either two years of full-time experience in accredited institutions of higher education or two years of full-time experience in administrative or management positions in business, industry, education, or government.

The selection of candidates is made by an Intern Steering and Selection Committee, composed of the nine college presidents or their designated representatives and the Director of Human Development. The selection is made on the committee consensus of the top ten candidates. In 1975 there were five women and three minorities among the ten candidates.

The internship is for one academic semester. Interns are under the direction of the college presidents and the Vice-Chancellors for interns assigned to the District office. The program includes related assignments in problem analysis and decision making, management of time, motivation, and other management practices. It is designed to provide realistic, practical content and integration of theory of community college administration, and is tailored to individual needs

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wherever possible. A plan of objectives to be achieved is established
jointly by the president and the intern at the beginning of the program.
This plan is the consonance with guidance supplied by the Internship
Steering and Selection Committee, and will encompass responsibility
for specific learning objectives and for specific management tasks to
be accomplished. Concurrently, all interns meet once a month to
explore the theory of community college administration through
assigned readings, seminars, lectures, and reports.

At the end of the program, an evaluation is requested of each
intern, and each participating president. These evaluations include
statements identifying the degree to which District objectives were
met, the strengths and weaknesses of the program, and specific recom-
mendations to improve the effectiveness of any subsequent intern pro-
gram. The Internship Steering and Selection Committee prepares a
report and analysis of the program at the end of the internship cycle
and an evaluation at the end of the year.

The intern is evaluated by the president throughout the program
and specifically and formally at the end of the internship. Evaluations
are also provided by each dean or division head to whom the intern is
assigned and these reports become part of the overall evaluation.
Exit interviews are held with each intern by the Internship Steering
and Selection Committee. These evaluations become part of the
intern's personnel folder. There will be a five-year follow-up made
on each intern who completes the program to determine how successful
they were in moving into the areas of administration.

The estimated cost of this program per intern per semester is
$10,000.

INDUSTRY EXCHANGE PROGRAM

Los Angeles Trade-Technical College has nearly 250 full-time
instructors functioning in over 67 occupational curricula directed
towards immediate employment. Many of these occupations have been
undergoing rapid technological changes and instructors need to con-
stantly renew their skills and knowledge of new industrial practices.
The College established a staff development program by which partici-
pating instructors updated experiences in the business or industry of
their teaching area. These experiences updated the instructors' own
skills and knowledge of new processes and equipment by observation of
the operation of a host company and its personnel. This enabled them
to study new procedures, personnel requirements, and employment trends,
as well as learn present cost factors in labor and materials and note
current business philosophies. This information was then incorporated
into subsequent classes taught by the instructor and also shared with
his peers. The written reports asked of each person in exchange was
of value to both college and industry.

The selection of applicants for the first Industry Exchange program was made on the basis of a subjective interview in which the applicant presented a list of his or her objectives to the Project Director and the Dean of Instruction. Nine instructors were chosen from the following programs: Culinary Arts, Electronics, Nursing, Aviation, Photography, Drafting, Intensive Care, and Printing. The instructors were sent into industry for a six week period. By remaining employees of the Los Angeles Community College District and drawing their regular teachers' salaries, the instructors were able to have more latitude to search, investigate, and explore more areas than they otherwise would have as industry employees. For example, a Culinary Arts participant worked in several establishments, each of which offered a different instructional facet. He spent some time in a large hotel following through the catering of a large convention. He also spent some time in the specialized culinary problems of a private club. In addition, having spent a week in a relatively new restaurant of the traditional type, he learned recent developments in new areas. Similar situations were involved in his other assignments.

Final evaluation revealed that no single employer could have offered this breadth of experience.

Each participant was asked during the following school year to give a report of the method in which the new information was incorporated into the curriculum and the resultant student reaction. Also, the manner in which the instructional program was shared with other instructors in each area. In all cases, the instructors reported that many changes had taken place in their industries. Most of the instructors either initiated changes in their teaching methods or recommended changes in their departments' curricula to better train students in skills currently in demand.

The project budget for the Summer Industry Exchange Program was $20,000 to cover the salaries of 9 instructors for six weeks.

STAFF DEVELOPMENT AT DE ANZA COLLEGE: AN EVOLUTION

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De Anza College staff has been active in Staff Development from the
moment the College opened for regular classes in 1967.   In a somewhat
evolutionary growth the Staff Development Program came into being.   The
President of De Anza through this evolutionary growth continued to ex-
press a keen interest in Staff Development and in 1973 addressed the
faculty with this statement.

The enlarging of talent through a well-conceived, well-planned pro-
gram of performance appraisal and staff development is an absolute must
for the future. A growth-inducing environment will encourage lifelong
learning by staff where each individual can assess his strengths and
weaknesses as candidly as he wishes, secure in the knowledge that a
developmental program is available to assist.

The program that evolved offered to all staff members of De Anza
College the following services.

Individual Projects

Through the Office of Continuing Education, individual staff
members may secure 1-6 professional growth units for discipline-related
projects approved by the Staff Development Committee.   Application pro-
cedure includes:

    a.   Faculty member submits request form to SDC.

    b.   Request reviewed by Division Representative and Chairman.

    c.   Approval/Disapproval results from SDC discussion.

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   d. Upon approval, staff member enrolled in appropriate 300-level

       Social Science course.

In-Service Workshops and Seminars

   Workshops and Seminars may be both developed by and participated

in by De Anza Staff. In addition to specialized workshops, the F.D.C.

sponsors each quarter through Continuing Education, a series of work-

shops dealing with generic educational concerns. From 1-4 units may be

earned for each workshop.

Sabbaticals

   Professional development leaves are granted to faculty who have

taught for six consecutive years. As a general rule, sabbaticals are

offered for the following periods: one, two and three quarters. Those

with accumulated teaching experience beyond six years, will be given

preferential consideration for lengthier sabbaticals. Application for

sabbatical leave may be made through the Office of Instruction.

Travel/Conference

   This program encourages staff members to visit other educational

institutions, people or facilities in order to (a) secure/share ideas,

(b) 'build subject matter expertise, (c) provide a more positive out-

look toward one's position, duties, and responsibilities, thus strength-

ening one's personal commitment to De Anza College. Application may be

made through either the Division or the Office of Instruction.

Research and Innovation Grants

   The purpose of these grants is to stimulate and support innovative

educational projects that go beyond the budget and responsibilities of

division and existing programs. Specifically, improvement/evaluation

of instruction and development of innovative course materials are of

particular interest to the R&I Committee. Applications may be made
through the Office of Institutional Research.

New Faculty Orientation

New Faculty members are introduced to pertinent information about
De Anza through a series of eleven workshops conducted under the auspices
of the Instruction Office. The workshops include discussions of regis-
tration procedures, the College physical plant, faculty responsibilities
and support services. One unit of salary credit is awarded for partici-
pation.

Reassigned Time

Reassigned Time Grants for Instructional Change are awarded during
the winter quarter for two faculty members in order that each can:
(a) redevelop along experimental lines a course which he is presently
teaching, (b) develop an in-service course for personnel in his aca-
demic area so that new, developmental skills can be shared.

The application deadline established by the Instruction Office is
early October.

This comprehensive list of services has been implemented mainly by
the Associate Dean of Continuing Education and four committees: Faculty
Development Committee, Professional Growth Review Panel (classified
employees), Research and Innovations (internal grants) and Sabbatical
Committee. If a staff member wished to avail himself/herself of the
services it necessitated contacting the appropriate person. While the
services were quite comprehensive and the College's orientation was
toward professional and personal growth, the coordination and impact
upon the policies governing the institution were limited.

With these limitations in mind, the administration of De Anza
College hired a Staff Development Specialist in the 1975-76 academic
year. The task before the Staff Development Specialist was not one of
evolving an SD program so much as it was to develop a staff learning
environment that would enable the accomplishment of the College's
purposes. The means of accomplishing this end was stated in a brief
philosophical statement entitled "An Operational Philosophy for Staff
Development."

Staff Development is usually seen as a means to "develop the staff"
in some direction that someone (usually an authority figure) conceives
as the "right" way to go. This sort of thinking is usually implemented
through the medium of mandatory workshops, conferences and in-service
courses. The usual staff reaction to being "developed" is for the
members of the organization to build "counter-development" systems that
will at least neutralize the developmental effect. Perhaps there are two
morals to be learned from this experience; one being that no one will
change if they don't have a sense of ownership in the change process,
and the second being that change doesn't occur as a result of the actions
of one component of the institution.

Staff Development is only one part of a total organizational plan
that is supposed to effect an on-going institutional program of develop-
ment and renewal. To expect that Staff Development can reform or change
the total institution's staff is folly. This is especially true if the
organizational environment continues to remain relatively static. If
Staff Development is to have a successful impact it cannot be isolated
from, or be contrary to, other policies or procedures of the institution.
In short, Staff Development is one component of an integrated effort to

bring about planned systematic development of the institution.

The notion of putting Staff Development into the larger whole of Institutional Development enables members of the organization to focus their concerns regarding change to the total working environment of Institutional Development, rather than having a focus on the malfunctions that occur through organizational operations. The centering of the staff's concerns to these malfunctions is usually a non-productive endeavor as it does not lead to the underlying causes of the malfunction, but leads to survival tactics of the malfunctioning agency. Keeping the focus off the malfunctions and redirecting the staff's concerns to renewal and accommodation of change can prove to be a more effective means for people to reach satisfying and productive working environments. When Staff Development functions as a component of Institutional Development then it can be an agency oriented to its members' needs, sensitive to their feedback and dedicated to the notion that individuals of the organization may seek ways, means and alternatives to make their working environments more productive and more satisfying.

In most institutions decisions concerning the staff development component have unfortunately often been made neither on the basis of an assessment of goals (sensitive to feedback) nor on the basis of an assessment of the members (oriented to members' needs). The decisions were generally made upon untested and even unstated assumptions about how institutions and people change. Working from these assumptions, decision-makers often constructed methods and technologies through which the process of change could be implemented. In a member-oriented and feedback-sensitive philosophy, an assessment of the member's need is made which forms the basis of a given strategy for change. The members, or their representatives, in a member-oriented program are the people

responsible to recommend a change strategy. When the strategy is imple-
mented it must be subjected to testing to see that the plan of implemen-
tation does what the members of the institution expected. In this manner
the clients can be the basis for renewal through revision of their strat-
egy for change based upon actual data. Thus, the review strategies
individuals take regarding change is towards Institutional Development
and renewal and not towards one agency or individual without regarding
changing the institutional environment as well.

In summary, Staff Development is one component in a total program
of Institutional Development. Its role must be one of assisting in-
dividuals of the institution to seek ways of creating a more productive
and satisfying working environment. The members of the institution must
have a sense of ownership in both the decisions for change and in the
means for change. Strategies for change must be subjected to a rigorous
system of management in order that the strategies may be tested and re-
vised. The notion of renewal can be implemented in the context of
Institutional Development, but not through renewal of a single component.

In the Fall of 1975 the first step was taken to implement the con-
cepts discussed in the above philosophy. The then existing Faculty
Development Committee recommended that an ad hoc committee be formed to
explore alternatives for consolidating the comprehensive (and somewhat
disjointed) staff development activities and programs on the campus.
The recommendation was accepted by the committee members and the ad hoc
committee was formed. The ad hoc committee addressed itself to three
major questions:

    (1) Would the college and the staff benefit from a consolidation
        program?;

(2) Given an affirmative answer to the above question, what group
(standing committee, steering committee, ad hoc committee)
could most effectively and appropriately explore the ramifica-
tion of consolidation?;

(3) What should be the specific charge of the investigating
committee?

The ad hoc committee had several meetings and out of these dis-
cussions came the following recommendations:

(1) That a consolidated college-wide program of institutional and
staff development be instituted (along the lines of "An Opera-
tional Philosophy for SD).

(2) That an ad hoc college advisory committee on Institutional/
Staff Development be created. It is recommended that the
committee have the following membership: chairpersons from
the Research and Innovation Committee, Mini-Computer Committee
(later it was changed to Sabbatical Committee), the Professional
Growth Review Panel and the Faculty Development Committee,
Institutional Research Specialist, Staff Development Specialist,
and Instructional Development Specialist.

In a schematic sense the above recommendation appears as:

Staff Development Specialist	Ad Hoc Institutional/Staff Development Committee	Movement toward Insti- tutional Devel- opment
Institutional Research Specialist	— Chair: Sabbatical Committee	
	— Chair: Prof Growth Review Panel	
Instructional Development Specialist	— Chair: Faculty Development Committee	
	— Chair: R&I Committee	
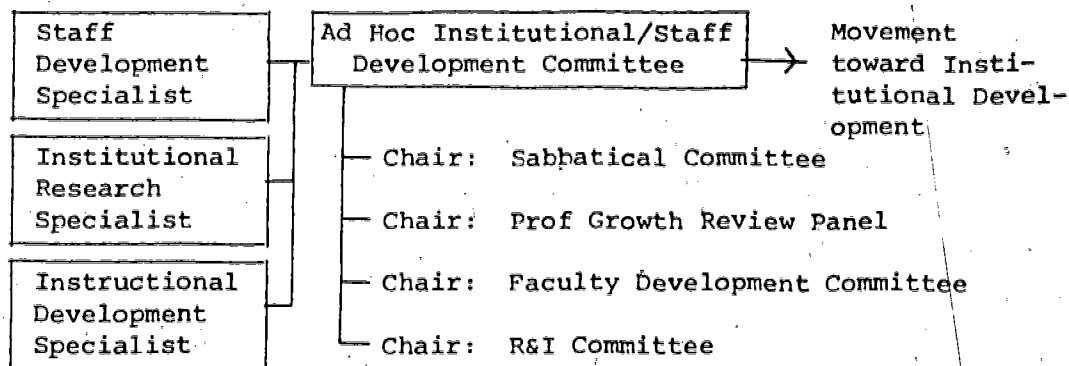
(3) That the committee present recommendations on ways in which

the staff development specialist may provide alternatives

for staff who wish to engage in personal/professional growth

activities, among which may be such things as:

(a) Institutional development.

(b) Service in college/district committee.

(c) Service on special task forces.

(d) Work on a project supported by an R&I grant.

(e) Professional development through workshops/courses, con-

ferences, visitations to other institutions.

As a final cut, the ad hoc committee believed that a definition of

staff development would be useful:

(1) As an aid to communications about development among all staff

members.

(2) As a basis for clarifying policy on reassigned time.

(3) As a basis for determining how funds are allocated among

various kinds of developmental activities.

(4) As a basis for explaining to the Board and State agencies the

allocation of expenditures for Staff Development.

The ad hoc committee believed that only through a consolidated

effort in institutional staff development could the above aims be real-

ized.

The above recommendations in a position paper were presented to the

College's President's Cabinet, the Faculty Senate and the Classified Pro-

fessional Growth Review Panel. All these groups gave revisions to the

plan and finally approval. The approval was given with the following

added input for consideration by the I/S Development Advisory Committee:

(1) Sabbatical and professional leaves should be a part of the committee's consideration.

(2) The name "Institutional/Staff Development Advisory Committee" should be changed. It was suggested that a more concise and yet descriptive title be found.

(3) The newly constituted committee should be the body to review any items that concern staff development for all segments of college personnel.

(4) A Senate Representative should participate as a member of the committee.

(5) A new flow chart should be developed to express the true relationship and the Staff Development Specialist's position should reflect the responsibility of those being developed.

(6) The Mini-Computer Committee not be represented on the "umbrella" committee as it seemed the relationship between a mini-computer committee and a committee coordinating institutional development did not seem too strong.

The Institutional/Staff Development Advisory Committee met for the first time January 21, 1976. The first task was to develop a definition for Institutional/Staff Development.

In summary it would seem safe to say that some ingredients of a successful program of Institutional/Staff Development have been met:

-an acceptance by the staff that such a need exists;

-commitment by both staff and administration to support such a need;

-the start of some clearly definable means by which staff may create environments to accomplish the purposes in the College's mission;

-an assignment of responsibility for the program to specialists and committee chairs;

-involvement of all organizations in the planning and implementa-

 tion of the program;

-some financial support.

There remains in the planning of an Institutional Development pro-
gram some major ingredients which will have to be faced by the new ad
hoc committee:

-a program of assessment of the needs of the staff (currently the

 Staff Development Specialist is interviewing people on a one-to-

 one basis);

-a means of gaining sufficient support by staff to participate in

 the program on a voluntary basis;

-a sufficiently acceptable reward system for participants in the

 program;

-a plan by which the program can evaluate itself.

The evolution stated above took great energy by caring and at times
incredibly dedicated people: Such are the ingredients of any successful
program.

ARAPAHOE COMMUNITY COLLEGE
LOCAL STAFF DEVELOPMENT
PROGRAM FOR VOCATIONAL EDUCATION PERSONNEL

Douglas C. Gordon
Colorado

The purpose of this program is to provide a series of staff
development activities for vocational education personnel. These
activities are provided at various times during the year.

The following topics are provided for in this program:

1. The identification and selection of vocational students who
   need supportive services.

2. The training of faculty to utilize and supervise para-
   professionals, tutors, classroom aides and lab managers.

3. A training course to prepare persons to function as para-
   professionals, lab managers, tutors and classroom aides
   in vocational programs.

4. A workshop on management development and teaching team
   building.

5. Orientation information workshop concerning career develop-
   ment and education needs of vocational students.

6. Training workshop concerning teaching strategies and tech-
   niques to incorporate self-esteem and concept building
   for vocational students into the instructional process.

7. Mediation of vocational courses of instruction.

8. Follow-up and accountability.

9. The process of contract learning.

PROCEDURES

I. A. Topic: The Identification and Selection of Vocational
                Students Who Need Supportive Services.

    B. Objectives: Participants will be able to:
        1. Identify students with learning problems who need
            tutoring or compensatory education.

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   2. Identify resources available to provide assistance
       to students.
   3. The selection of students for tutoring and compensatory
       education.
   4. Relate learning levels and learning styles of students
       to instructional materials and content.

C. Number to be served: Maximum 60 faculty and administrators
    from the community college, area vocational school and
    public schools.

D. Time required: 8-12 clock hours scheduled during 1st week
    in October.

E. Resources needed:
    1. Two external resource persons @ $100 per day per diem
        plus expenses.
        Follow-up costs - $20.00

F. Evaluation:
    1. End of workshop - report form - assessing satisfactory
        completion of objectives.
    2. Three month follow-up to determine frequency of
        referrals, number of students referred, etc.

II. A. Topic: Workshop - The training of faculty to utilize and
         supervise para-professionals, tutors, classroom aides
         and lab managers.

     B. Objectives: Participants will be able to:
         1. Identify ways in which non-professional personnel can
             be used to augment their specific instructional
             program.
         2. Provide adequate supervision of non-professional per-
             sonnel including: job assignment, training, super-
             vision and evaluation.

     C. Number Served: Maximum 60 vocational education faculty
         and administrators from the community college, area voca-
         tional school, and public schools.

     D. Time required: 4 hours - scheduled in October.

     E. Resources needed:
         1. One external person @ $50 1/2 day
             per diem plus expenses $10
         2. Evaluation and follow-up cost $10.00

     F. Evaluation:
         1. End of workshop evaluation.
         2. Three month evaluation of needs and effectiveness
             survey.

III. A. Topic: Training Course: to prepare persons to function as para-professionals, lab managers, tutors and classroom aides.

B. Objectives: Participants will be able to:
1. Demonstrate understanding of tasks to be performed.
2. Operate A-V equipment related to instruction.
3. Plan daily activities with minimal supervision.
4. Demonstrate understanding of instructional/learning process.

C. Number to be served: 20 individuals.

D. Time required: 20 clock hours - scheduled during October, November and December - 4 weeks @ 5 hrs. per week.

E. Resources needed:
1. Instruction materials including manual for non-instructional personnel @ $4.00 per participant $ 80.00
2. Staff cost of producing materials including manual $400.00
3. Staff cost for instruction $200.00
4. Evaluation cost $ 30.00

F. Evaluation:
1. Examinations of participant's insight into role, etc.
2. On job evaluation and follow-up.

IV. A. Topic: Workshop - Management - Development and Teaching Team Building

B. Objectives:
1. Build trust relationships among team members including administration, faculty and support personnel.
2. Develop open agenda among team members.
3. Identify both individual and common group concerns and problems related to work areas such as program development instructional/learning processes, institutional objectives and priorities.
4. Develop strategies for problem solving.
5. Initiate understanding of comprehensive open-door community college.
6. Global perception and understanding of State budgeting process.
7. Global perception and understanding of State planning for higher education especially community colleges and occupational education.

C. Number to be served: Maximum 46 Vo-Ed faculty and administrators.

D. Time required: 3 day retreat - workshop at suitable location. Scheduled in October for weekend - Friday, Saturday and Sunday.

E. Resources needed:
1. External resource person @ $100 per day per diem
                                    $300
               plus expenses $600
2. Expenses - Room/board and meeting facilities $1800.00
3. Materials - $60.00
4. Resource persons from local universities, State Board and J.B.C. - $450.00
5. Evaluation costs - $40.00

F. Evaluation:
During workshop
1. Daily evaluation and reaction session.
2. End of workshop evaluation - check sheet.
3. On campus - follow-up session.

V. A. Topic: Orientation information workshop concerning career development and education needs of vocational students.

B. Objectives: Participants will be able to:
1. Understand purposes and objectives of career development activities.
2. Identify ways in which career education can be incorporated into teaching process.
3. Indicate resources available for career education and development.
4. Identify procedures for getting students together with available resources.

C. Number to be served: Maximum 60 Vo-Ed administrators and faculty from the community college, area vocational schools and public schools.

D. Time required: 4 clock hours.

E. Resources needed:
1. Materials cost - $15.00
2. Evaluation - $30.00

F. Evaluation:
1. End of workshop questionnaire.
2. Career development/education activity and utilization study.

VI. A. Topic: Training Workshop: Concerning teaching strategies and techniques to incorporate self-esteem and con-cept building for Vo-Ed students into the instruc-tional process.

B. Objectives: Participants will:
1. Be familiar with one approach for values clarification which can be used in their classes.
2. Be able to use two approaches to facilitate motivation and attitude change in their classes.
3. Understand the dynamics of self-esteem building.

C. Number to be served:. Maximum 60 faculty and administrators from the community college, area vocational schools and public schools.

D. Time required: 8-10 clock hours scheduled in January.

E. Resources needed:
1. 2 consultant/resource persons @ $100 per diem plus expenses $200.00
, 40.00
2. 2 meals for participants @ $3.50 per meal $420.00
3. Evaluation cost - $ 80.00

F. Evaluation:
1. Workshop questionnaire.
2. Pre-post self-esteem studies in selected classrooms.

VII. A. Topic: Awareness workshop - Mediation of vocational courses of instruction.

B. Objectives: Participants will:
1. Demonstrate awareness of learning theory rationale for various modes of instruction.
2. Identify four media applications to instruction.
3. Be aware of rationale for mediation and resulting instructional modes at the community college.

C. Number to be served: Maximum 40 faculty and administrators from community college.

D. Time required: 4 clock hours in March.

E. Resources needed:
Two outside resource persons
Consultant fee @ $25.00 - $50.00
Expenses - $20.00

VIII.   A.   Topic: Follow-up and accountability.

    B.   Objectives:
       1.   Be familiar with state requirements for follow-up
         and accountability.
       2.   Be familiar with accountability design as per PPBS.
       3.   Be able to use feed-back from follow-up studies for
         program planning.

    C.   Number to be served: Maximum 60 Vo-Ed faculty and
       administrators from the community college, area vocational
       schools and public schools.

    D.   Time required: 1 day - 7-8 clock hours in April.

    E.   Resources needed:
       1.   Meals @ $35.0 - $210.00
       2.   Evaluation $ 10.00

    F.   Evaluation: Questionnaire at end of workshop.

IX.   A.   Topic: The Process of Contract Learning.

    B.   Objectives: Participants will be:
       1.   Familiar with two formats for student contracting.
       2.   Able to write contracts based upon competencies.
       3.   Able to relate contracts to course and program
         objectives.
       4.   Able to incorporate evaluation and grade criteria into
         a learning contract.

    C.   Number to be served: Maximum 60 faculty and administrators
       from the community college, area vocational schools and
       public schools.

    D.   Time required: 4-6 clock hours - scheduled in early May.

    E.   Resources needed: 1 meal @ $3.50 per participants - $210.00

    F.   Evaluation:
       1.   End of workshop questionnaire and action plan with
         follow-up in Fall.

BUDGET

		Total Costs
A.	Direct costs	
	1. Personnel	
	Instruction	$ 200.00
	Consultants	1,960.00
	2. Operating	3,195.00
	3. Evaluation	220.00
		$5,575.00

OBJECTIVES

Workshop: Identifying and Selecting Vocational Students Who Need
Supportive Services

Each workshop participant will be able to:

1. better identify students with learning problems who need
   tutoring or compensatory education,

2. better identify resources available to provide assistance to
   students,

3. better understand how administrative support relates to sup-
   portive services,

4. better identify teaching strategies appropriate for supportive
   services,

5. plan and design improved programming to the local school.

VOCATIONAL SUPPLEMENTAL SERVICES--TUTORING PROGRAM

GUIDELINES FOR REFERRAL
(One or more of the following):

1. Poor Test Grades

2. Problem in--*
   a. Reading
   b. Math   *Must relate directly to
   c. Study Skills   vocational program
   d. Communication Skills

3. Need assistance with a Unit of Study
   (1 or 2 weeks of tutoring or less)

4. Need assistance with the Course of Study
   (Longer period of tutoring)

5. Irregular Attendance

6. Attitude Problems

7. Behavioral Problems

8. "On-the-Job" Difficulties

9. Other

STAFF DEVELOPMENT
AT
DELAWARE TECHNICAL AND COMMUNITY COLLEGE

John R. Kotula
Delaware

Delaware Technical and Community College is a multi-campus, two
year Associate-degree granting institution of higher education which
provides academic, technical and continuing education opportunities
for youth and adults in the State of Delaware.

Rapid growth over the past eight years, from a one-campus
system to a four-campus college system, has demanded the recruitment
of staff from vocational schools, secondary schools, industry, the
military and other available sources. Consequently, there has been
a continuous need for staff development over the years which is
being provided for in the following manner:

Pre-Service Faculty Program
AACTion Consortium
Occuaptional Teacher Consortium
Inservice Training Program

Pre-Service Faculty Program

Every August the faculty members of each Delaware Technical and
Community College Campus engage in a two week Pre-Service session.
During the two week session the activities are devoted to curriculum
planning and to the development of new instructional strategies.

To insure systematic curriculum planning in the multi-campus
institution, like departments from all campuses meet together during
the Pre-Service at a central location to share ideas and to coordi-
nate the curriculum planning. The joint meetings also serve as a
catalyst to promote innovative ideas in curriculum, as well as in
the development of new instructional strategies. Carefully selected
consultants serve with the Deans of Instruction as team leaders
during all sessions.

Plans and ideas created during the Pre-Service are implemented
during the college year under the direction of the Dean of Instruc-
tion at each campus.

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AACTion Consortium

Delaware Technical and Community College is participating in a
consortium of 120 community colleges, private junior colleges and
technical institutes funded by Title III of the Higher Education Act
of 1965. The purpose of the consortium is to help the colleges
develop and improve programs so that the colleges will be better
able to serve the academic and career development needs of the stu-
dents.

Specifically, DelTech faculty development activities include
experiences to strengthen instruction at the four campuses of the
college. The experience includes the participation of a Dean of
Instruction in a seven day workshop in which the identification and
design of systematic instruction and innovative curriculum develop-
ment was the focus of the workshop. As a follow-up to the workshop,
participants visited exemplary programs at community colleges in
North and South Carolina.

Sixteen instructors, four from each of the campuses of the
college, were selected to participate in a specialist training pro-
gram which meets two days per month for six months duration. The
instructors were selected because of their interest in individualized
instruction and their leadership potential within each campus. The
training program helps the instructors to improve instruction design
for each student, to increase the use of educational technology, to
improve instructional evaluation and to integrate instruction with
work-study and cooperative programs. AACTion staff, consultants
and staff of Delaware Technical and Community College are providing
the training. Once trained the sixteen instructors will serve as
instruction specialists at their respective campuses in an effort to
implement and continue the transition toward an overall individualized
instructional system.

STAFF DEVELOPMENT THROUGH DELAWARE'S
OCCUPATIONAL TEACHER EDUCATION CONSORTIUM

Delaware's Occupational Teacher Education Consortium (University
of Delaware, Delaware State College and Delaware Technical and
Community College) has provided an added dimension to staff develop-
ment activities at Delaware Technical and Community College. The
Occupational Teacher Education Consortium continuously generates
workshops, graduate courses, and special projects on a state-wide
basis for faculty members at each campus.

One Occupational Education project that met with great success
was the ACTIONS project (Activities for Career Teachers in Indi-
vidualizing Occupational Needs of Students). The project enabled
instructors to design and utilize an individualized instructional
approach in meeting the occupational needs of students. Each partici-
pant enrolled in two special graduate or undergraduate courses,

depending upon their individual circumstances. If desired, the
courses were applied toward degree requirements at the University
of Delaware for their respective programs. The first course was
offered during the Winter Session. The special course consisted
of five instructional modules covering the following topics:
(1) developing, (2) implementing, (3) practice, (4) evaluating,
and (5) preparing modules.

After completing the Winter Session, each participant imple-
mented the prepared instructional module in their campus system
during the Spring Session. In addition another module was developed
which required the assistance of another instructor. The project
furnished on-site consulting assistance, the necessary software,
and printing or reproduction of the modules for field testing.

The ACTIONS project met with such great success in the past
that it is being offered again to give an opportunity for greater
faculty participation.

Inservice Training Programs

A wide divergence in background characteristics exists in the
college staff population. The college curricula includes: (1)
College Parallel Programs, (2) Technological Specialities, (3)
Related Studies, (4) Pre-Technology courses, and (5) certificate
courses for upgrading. These varied areas of instruction demand
differing kinds of preparation in terms of academic and experience
orientation at the time of employment. Educational level of staff
ranges from two years of college to the master's degree, and beyond.
Successful occupational experience ranges from none for many aca-
demicians to extensive experience for the technologist. With such
diverse staff background, the staff development task is a definite
challenge to the college leadership.

Continuous inservice programs have been developed to meet the
assessed needs of the diversified staff. Most staff have had little
or no prior training in individualized instructional systems or
other innovative instructional methods. Inservice training programs
are conducted to familiarize all faculty with the advantages and
to provide basic understanding of such systems. Selected staff are
receiving intense training in developing individualized instructional
systems. This training is conducted by the use of consultants and
DelTech personnel and is scheduled throughout the year. At DelTech,
it is believed that effective instructional improvement programs
must function on a continuing basis.

It is imperative that skilled technicians who have industrial
or business experience continue to maintain and update their skills
and technical knowledge after having been employed as an instructor

at the college. How to provide this opportunity has concerned both
faculty and administration at DelTech ever since it opened its
doors. The college has been able to place a limited number of
instructors in paid positions in industry during the summer months.
Exchange programs with a few industries have provided additional
experience for instructors during the academic year.

STAFF DEVELOPMENT AT MIAMI-DADE COMMUNITY COLLEGE:
A BRIEF OVERVIEW

Alberta Goodman
Florida

During the 1968 Special Session of the Florida legislature,
Senate Bill 76X (68) was enacted which provided funds for a program
entitled Staff and Program Development. The purpose of these funds
was, and is, to improve the total effectiveness of the college
curriculum by providing continuing development and improvement of
faculty, staff, programs, and resources.

In response to educational trends and community needs, Miami-
Dade Community College decided to use these funds in an effort to
attain its long-range institutional goals. Because each of our
campuses serves a unique population, the President granted autonomy
to each campus in terms of how to implement the college's goals.
At the North Campus of Miami-Dade Community College, a long range
plan, supportive of the institution's goals evolved.

During the first five years of this effort, the Office of Staff
and Organization Development at North Campus, which reported directly
to and received support from the vice president, offered workshops,
individual consultation, expertise from outside consultants, and
training for internal consultants to help the campus achieve its
goals. To meet the needs of the campus, this office grew from one
person to a team of, at one time, as many as five full-time persons.
Under its director, this team provided the campus with skills in
human relations, curriculum innovations, management by objectives,
and instructional support. The idea of the team was to have persons
with complementary and diverse talents and personalities in order to
be maximally effective in reaching as many of the staff as possible.

As a result of a North Campus organizational re-structure, the
role of the chairpersons changed. Comprised of representatives of
each area of the campus, the committee which proposed this aspect
of the re-structure did so because it believed that the chairpersons
with their faculty were ready to be responsible for the major role
in promoting, supporting, and evaluating instructional improvement.
Seen as therefore having accomplished its purpose, the Office of
Staff and Organizational Development dissolved. The director became
once again a team of one, yet a member of the vice president's staff,
to work with organizational development issues; Dr. Alberta Goodman
became a team of one, and a part of the learning support system, to
work with curriculum and instructional support for the campus. This,
then, is the current organization.

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Having seen a very compressed and distanced history of staff development at North Campus, let us now move to a description of the present. First, this area is now called Curriculum and Instructional Support. The following are the rationale and role description for the person lending such support:

RATIONALE:

It is the responsibility of the Curriculum and Instructional Support Person to design and implement teaching and training modules that demonstrate the content, value, validity and desirability of the Campus' instructional program thrusts. This person will serve as a resource to all instructional delivery systems in establishing new and/or experimental courses and programs and in revising present offerings. This person will support workshops being conducted by an area and coordinate workshops that involve more than one area. To this end, responsibilities include: assisting in the design and implementation of instructional activity that is in line with Campus objectives; gathering of essential research and information for both in-house use and public consumption; assisting faculty to increase their instructional effectiveness with respect to developing course packets and instructional strategies.

SKILLS AND ABILITIES NEEDED:

1. A thorough understanding of the organization's goals and aims.

2. Ability to construct a plan for identification of instructional problems.

3. Ability to identify and distinguish between long and short range training needs.

4. Ability to write clear training objectives to answer agreed upon training needs.

5. Familiarity with various teaching methods and ability to research current training material.

6. Ability to determine the specific role of the instructor as it relates to the student.

7. Ability to maintain concern for the specific problems of faculty.

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ROLE DEFINITION:

1. To serve as a curriculum and instruction consultant to
    all administrators and faculty.

2. To link with those members in each delivery system who are
    responsible for curriculum and instructional development.

3. To help all departments establish course and program
    goals and objectives.

4. To help faculty develop a variety of instructional
    strategies.

5. To gather data for in-house use and public consumption.

6. To coordinate all resources (materials and consultants)
    in the Curriculum and Instructional Development Program.

7. To facilitate any special projects or committees which
    directly relate to curriculum and/or instructional concerns.

8. To link with the Director of Management and Organization
    Development in order to insure that management training
    supports curriculum and instruction.

9. To work with the Director of Management and Organization
    Development in the development of any workshops of a
    cross-unit or general nature (such as the Student Leader-
    ship Conference).

10. Upon request to intervene as a process facilitator.

11. Upon request to aid in team-building with faculty and/or
    other staff members.

12. To work as a team member with representatives from the
    library, the learning center and the audio visual area in
    order to maximize our joint utilization of one another's
    resources in support of faculty needs.

Reading through this rationale and role definition, one can see
the emphasis has changed from that of pro-actively directing and
promoting change to that of assisting and supporting change. What
the office does now is discover via interview sessions the priority
needs of the various areas on campus, design methods to help meet
these needs, and implement these methods. The major constraint,
here, is that the office is comprised of only one curriculum person,
one secretary, and a small budget for materials and supplies.

The office extends help to faculty, classified staff, students
and administrators on this campus in a variety of ways. One is to
offer workshops. Depending on the needs of the client, such workshops
may be departmental or interdisciplinary. They may be offered for
in-house credit toward promotion, for teaching load points, in
exchange for some released time, or just for growth. Attendance may
be voluntary or required by a supervisor; while the voluntary sessions
are preferable, they cannot hope to touch all staff. Depending again
on the readiness level and needs of the area, and the time involved
for the actual sessions, the workshops may emphasize one or more of
the following skills:

1. Writing behavioral, performance-oriented objectives

2. Preparing course packages

3. Evaluating courses

4. Evaluating instructors

5. Human relations

6. Teaching via alternate strategies, such as:

   a. simulations and gaming
   b. role playing
   c. peer teaching and peer evaluation
   d. modular instruction
   e. small task group orientation
   f. use of films, overhead projector, video tapes and
      other media
   g. consensus decision-making
   h. mini-lectures

7. Evaluating varying strategies

8. Implementing the open door philosophy of the community
   college

9. Managing, and utilizing power effectively

10. Promoting affirmative action, minority awareness, Black
    contributions, etc.

11. Computer assisted instruction

12. Competency based instruction

13. Creative problem solving

14. Assertiveness training

Periodically during and at the end of these workshops, I receive an evaluation from each participant which helps me discern what designs are working, what changes are needed, and how to better serve the participants. These evaluations may be very general and simply ask what activities, handouts, parts of facilitator style, etc., helped or hindered participants' learning; or they may be very specific and ask for reactions through a forced choice questionnaire. In terms of the implementation in the classroom or other setting, however, the office has no role in evaluating the participants. For example, if a department requests a workshop on how to write cognitive and affective objectives, I conduct the workshop for them and ask for their feedback on it. The faculty themselves and/or the chairperson of the department is then responsible to see that the participants actually write objectives for their course packages to distribute to the students.

Offering workshops is only one of the ways that the office functions. Another way is to help individuals on request. For example, if a particular faculty member wants to try out a new exercise in a class, but does not know how, I will attend the class, demonstrate the exercise, and show the faculty member how to utilize it. Similarly, if a faculty member wants feedback on his/her teaching effectiveness, I will obtain the objectives for a few of the classes, attend them on request as an outside observer, and share my perceptions and perhaps suggestions with the teacher after the classes. If I cannot attend, I may suggest that the instructor videotape the classes, and then we will watch and discuss these tapes together. In a different vein, if a secretary is having difficulty with a supervisor, I am available to hear the nature of the problem, keep the consultation session confidential, and help the person look for problem solving means. Similarly, if two or more parties are in conflict, I may be asked to help them confront one another and try to resolve the conflict. Or if an administrator wants feedback on how he/she comes across, I may be asked to observe the person working with his/her management team, and then to provide some constructive feedback. The major difficulty with this modus operandi is the pressure of time. Obviously it is less efficient and less cost effective to spend time with only one person when the office might be using that time for many more. Yet, this is time well spent. Just as some students do not learn well in groups, some staff members need individual help. Also, the office values sharing warmth, personal contact, and friendliness as aids to promoting such attitudes towards the students and among the staff.

In addition to offering workshops and individual consultations, a role of this office is to facilitate meetings on request. These may be meetings of standing committees, Ad Hoc task forces, or simply meetings of two or more people. As a facilitator, one helps the parties involved hear one another, stay on the issue, evolve and maintain a problem solving orientation, practice feedback techniques if appropriate, level with one another if appropriate, etc. One may also gather agenda items, publish the agenda for the group before the

meeting, and synthesize the results of the meeting in written form
for the participants. Sometimes, depending on the nature of the
contract with the group, the facilitator may also offer some
curriculum content information to the group's discussion.

Another vehicle which helps promote change primarily for the
faculty is the Faculty Resources and Research Center. This is a
place where faculty members can go for R and R (rest and relaxation),
have a cup of coffee, chat with a colleague, and be free from bells,
telephones, and the like for a while; since copies of magazines,
tapes, modular packages, simulations, books, games, publishers
guides, etc. are housed here, a faculty member can also go here for
R and R (research and resources). Much as instructors develop
individualized learning packages for students, the office designed
this area as a self-help and self-paced learning support for faculty.
To give you a taste of its flavor, the following is a copy of an open
invitation to all faculty:

M E M O R A N D U M

TO: All Faculty

FROM: Alberta Goodman

SUBJECT: FACULTY RESEARCH AND RESOURCES CENTER, ROOM 6134

If you need a place to unwind, would like a quiet research
nook, want to preview films, or would enjoy exploring varying
teaching strategies with colleagues, the place for YOU is
room 6134, FACULTY RESEARCH AND RESOURCES CENTER.

Housed in this area are some simulation games, reference
materials, sample course packages, tapes, etc. All of the
materials here are for you to utilize at your leisure. You
may also check-out items of interest for your personal use
and/or for use in your classes.

Across the hall in room 6112, a research person will be
available by appointment should you wish to avail yourselves
of their expertise in research. You would be gladly helped
with a MRP design, any project research, designing criterion
referenced tests, etc. If I (Extension 4287) can help you
in taking a look at your courses, exploring different strategies,
preparing evaluation instruments, etc., I will be available
by appointment in room 6112, too.

In addition to the academic side of things, I thought it
would be nice for us to have a lounge area away from our

various responsibilities and our telephones. Therefore, I
bought a coffee pot and supplies (all donations gratefully
accepted) for this area. Together with the supplies are the
different styles of furniture in 6134 which I hope will help
our "lounge" become a place for rest and relaxation for us.

Hours open for you to browse, relax, and/or check-out materials
are:

    Monday through Friday   --   9:00 A.M. - 12:00 Noon ,
                                      1:00 P.M. - 4:00 P.M.

          Evenings   --   We're trying to get help.

Since this is a brand new "baby," I need all the help I can
get to allow it to grow up into a place that really serves
our needs. So, if you have any course packages, modules,
simulations, relevant books, etc., which you would be willing
to house in 6134 so that colleagues may share them, please let
me know. Also, I welcome your suggestions of any additions
or changes to increase the effectiveness and utilization of
our FACULTY, RESEARCH AND R SOURCES CENTER.

Peace.

Utilizing individual staff members' expertise is another
critical element of the program. The campus has a vast array of
talent, skills, and knowledge among its staff. While it is difficult
to tap all of these resources owing to the size of the operation and
the limited supply of rewards, the office tries to discover particular
strengths that people have, invite them to share these strengths with
others, and compensate them for their time and effort in some way.
Fortunately, many people are willing to share their expertise without
formal reward; recognition by itself seems sufficient. At this time;
however, the institution is trying to revamp its reward system so as
to increase its effectiveness and fairness in this area.

Involving and utilizing the skills and abilities of people in
the community, but not connected with the college, is yet another
way the office uses to facilitate change. For example, as women's
awareness has become an increasingly important campus issue, the
office has helped locate women lawyers, doctors, etc., to come to
campus, and hold seminars in their disciplines for the campus commu-
nity. This linkage with the city and county benefits the campus in
at least two ways: one, the campus receives (usually gratis) new
knowledge; two, the campus can enlighten community members as to its
scope and directions.

Reading books and articles, previewing films and slide presenta-
tions, and listening to records and tapes in order to share the
relevant items of this batch with appropriate people on campus are

other functions of the office. When I find a great new film on advertising, for example, I call the Director of Occupational Careers to pass it along. When I find something worthwhile in print (which may be legally reproduced), I have copies made and distributed to people who may be interested.

Overall in every activity in which the office is involved, role modeling is primary. Therefore, if I am hoping that people will be more responsive to the needs of our students, I try to be responsive to the needs of the participants; if I want to promote the participants' ability to receive negative feedback, I must demonstrate my own ability to receive negative feedback without becoming defensive. Since a major part of my role involves working with faculty in the area of curriculum innovations, it is also important for me to teach a class whenever possible as part of my staying in touch with where our student body is at, and of my remaining empathetic with the needs of faculty.

Having viewed the past and present, we look now into the future. Because the nature, emphasis, and priorities of this office cannot remain static, but must respond to changing needs of the client system, it is difficult to say with any certainty exactly what the Curriculum and Instructional Support Program may be for next year at North Campus. In terms of the long range plans, the office anticipates receiving requests for more workshops, materials, etc. in the area of Equal Access/Equal Opportunity, and in helping to create more interdisciplinary programs. The occupational and technical areas seem to be expanding; therefore, they may desire more help in the next five years than they have, say, in the last five years.

In terms of problems and constraints in the real world, there are some faculty who continue to resist all efforts aimed at change; some chairpersons seem oblivious to their new role in promoting change; some administrators continue to forget to make any budget allocations in support of change--but in each case there are fewer than there used to be. Moreover, as each department assumes responsibility for its own improvement, this pebble-in-the-pond effect has the potential to produce ever widening circles of growth.

In the future, as has been the case in the past and present, the office cannot be wedded to any particular method or any narrow philosophical position. Rather as a catalyst for improvement, or as an ingredient to help foster planned change and growth, the Office of Curriculum and Instructional Support will remain open and ready to respond to needs of the campus clientele and community.

MORAINE VALLEY COMMUNITY COLLEGE
STAFF DEVELOPMENT PROGRAM

Richard D. DeCosmo
Illinois

For the first several years after the birth of Moraine Valley
Community College staff development focused chiefly on the selection
of new staff members. Changing needs could be reflected in the
employment of new staff who could meet those needs. Persons already
on the staff learned by experimenting and sharing what they had
tried. These activities led to personal and institutional growth
particularly at a time when the college was smaller than it is now.

'As we become a large college with many educational programs, a
sizeable staff and a host of support systems for both staff and stu-
dents, such an informal program of staff development will not produce
the same results it once did. Further, the number of new staff hired
each year becomes only a small percentage of the total staff of the
college. Thus the North Central visitation team rightly stated the
following concerns in their report.

Lack of opportunities on a frequent basis for adequate pro-
fessional growth along disciplinary lines.

Need for more comprehensive and stronger programs of staff
development.

There is a need for review of in-service programs for staff.

The concerns expressed in this proposal are not unique to
Moraine Valley Community College. They are felt by many in higher
education generally and the community colleges particularly.

...programs for the 70's should focus on in-service education. /
Community-junior colleges employed approximately 130,000
staff members in the fall of 1971. Although most of these
staff members had completed their pre-service educational
experiences, all of them needed continuing in-service educa-
tional experiences. (O'Bannion, 1972)

This concern has evolved into a serious attempt to focus on staff
development in national workshops and seminars. In addition, many·
·individual colleges across the country are expanding and formalizing
their staff development efforts.

All staff members need to be able to participate in programs
which will afford opportunities to study new ideas, see programs in

operation, develop new skills or refine old ones and find better ways
of working together to accomplish the objectives of the college. The
rapid changes taking place in community college education requires
the support of such a program.

> With increasing new developments in curriculum, instructional
> technology, organizational patterns, facilities and equipment,
> and teaching-learning styles, (many of which have been
> developed by and for community-junior colleges), it is
> imperative that staff have opportunities to learn about and
> to adapt these innovations to their situation. (O'Bannion,
> 1972)

PROGRAM GUIDELINES

The program for staff development is based in large measure upon
the following guidelines.

1. The program should address itself only to the in-service
   portion of a staff development program.

2. The program should outline a framework within which staff
   development may occur.

3. The responsibility for professional growth rests with each
   staff member. A program may only serve to facilitate that
   growth.

4. The staff members themselves, through their representation,
   should plan and implement the program subject to only
   minimal institutional guidelines or policies. As a conse-
   quence they should be accountable for their actions.

5. Where possible, the program should build upon the work done
   during the preceding year.

6. The program should be flexible enough so that it can meet
   both institutional and individual needs.

PROGRAM ACTIVITIES

The program will contain several different kinds of activities
which will promote both individual and institutional growth.

Learning Improvements Grants: These grants will be awarded to
staff members who would like to try some new techniques or
methodology in performing their present assignment. The grants
will be small (up to $1,000) and can be used for whatever
activities were approved. Interested staff members shall
submit proposals. Each proposal accepted will require the

staff member to evaluate his project and to report his efforts
and results to the rest of the staff upon completion of the
project. Grants will be given only for projects that a faculty
member has not previously tried and which can not be done with-
out some small financial support not available through the
regular budget process. Ten thousand dollars should be set
aside for this program.

On-Campus Workshops, Seminars and Mini-Courses: Workshops and
seminars will be planned to provide large or small groups of
staff members with opportunities to learn about techniques or
ideas in which they are interested. These will be led by
external consultants or MVCC staff members having special
expertise. The program of workshops and seminars will be
planned by the committees appointed to perform this function
for each staff group (faculty, administrators, support staff).
Eight thousand dollars should be allocated for the groups
collectively.

College Visitation Program: After areas of institutional needs
have been identified, colleges which have relatively successful
programs will be visited by teams of MVCC staff members to see
those programs first hand. Teams may include any number of
staff members up to eight and will be a cross section of the
staff appropriate for such a visit. The team will prepare
and submit a report to the rest of the staff. Where possible
a team will visit several colleges in the area of the selected
college. Seven thousand dollars will be set aside for this
purpose.

Off-Campus Workshops, Seminars and Conferences: Individual
staff members may request travel funds and professional leave
to attend these through the normal budget and allocation pro-
cess. No additional travel funds will be allocated for off-
campus workshops, seminars and conferences through the staff
development program. The staff member must prepare a brief
written proposal outlining the reasons for attending with a
report on the results of attendance. Tuition for special
seminars, workshops or conferences will be considered for
special funding if the cost cannot be born by the travel budget
for the cost center. Four thousand dollars will be set aside
for such seminars, workshops and conferences.

Tuition Reimbursement: Staff members will continue to be reim-
bursed up to $25 per credit hour for approved courses taken at
colleges and universities. Four thousand dollars will be
allocated for this purpose.

Program Administration: Each faculty member formally involved
in the planning and implementation will be paid one overload
hour per semester for working on the project except for the

chairman of the faculty committee who will be granted two hours
of overload each semester. Estimated cost - $7,000. (The over-
load hours will be in lieu of teaching overload hours.)

ORGANIZATION OF THE PROGRAM

Faculty Development Sub-Committee: This committee will be made
up of one representative from each of the subdivisions containing
a significant number of teaching faculty (A,B,C and D) and one
non-teaching faculty member. The members will be elected by the
staff of their unit. The committee will elect its own chair-
person.

This committee will be responsible for administering the
following:

Learning Improvement Grant Program	$10,000
On-Campus Workshops, seminars & min-courses	2,000
Off-Campus Workshops and seminars	1,000
Program Administration	7,000
	$20,000

Management Development Sub-Committee: This committee will be
composed of three administrators elected by the non-teaching
professional staff of the college plus the Dean of Instruction
and the Dean for Student Development. It will elect its own
chairperson.

It will be responsible for the following programs:

On-Campus Workshops & Seminars	5,000
Off-Campus Workshops & Seminars	2,000
	$7,000

Y.O.U. In-Service Sub-Committee: This committee will be made
up of three persons elected by the Y.O.U. group. It will elect
its own chairperson.

It will be responsible for the following programs:

On-Campus Worksnops & Seminars	1,000
Off-Campus Workshops & Seminars	1,000
	$2,000

Staff Development Committee: This committee will be made up of
the chairpersons of the three sub-committees and the executive
vice president who will act as its non-voting chairperson. This
committee will be responsible for program review and may re-
allocate funds if unused money is available for re-allocation
and other programs or committees need additional funds. Such

re-allocation must have the approval of the appropriate sub-committee. It will be responsible for preparing a plan and budget for each fiscal year after the first. It will be responsible for evaluating the entire staff development program outlined in this report. In addition, it will administer the college visitation program - $7,000.

NEW FACULTY ORIENTATION/EVALUATION
AT TRITON COLLEGE SCHOOL OF CAREER EDUCATION

Vernon Magnesen
Illinois

This description is based upon the material developed by
members of the staff at Triton College School of Career Education
for its New Faculty Orientation/Evaluation handbook. The table of.
contents of that handbook is presented along with selected portions
of the content.

NEW FACULTY ORIENTATION/EVALUATION

CONTENTS

INTRO. CTION

The content of this bulletin represents thoughts and ideas expressed at Career Education Council meetings and in no way suggests unanimity on all points. There is, however, unanimity in one regard: Improvement of instruction is the single goal; and emphasis is on suggestions, not requirements, stated r implied.

I. Instructional Improvement Activities:

A. First Semester Meeting: A meeting of Career Education Chairpersons, Coordinators, Asst. Deans and Dean should be held for all first-year Career Education faculty approximately six weeks after the first semester begins for the purpose of: (a) discussing any instructional problems needing attention, (b) reviewing handbook items that may have caused questions in the past, (c) discussing reactions to type of students enrolled, (d) reviewing utilization of conference hours, (e) reviewing "deficiency notice" procedures, (f) other items as determined by experiences.

B. Discussion With Dean of Students: The Dean of Students should be present at the first meeting to discuss in detail the deficiency notice procedure, its importance in terms of those students having academic difficulty, and the use made by counselors of this information. Also covered should be the withdrawal procedure, use of general petition, special student data available to all instructors upon request, and other items as develop.

C. First Six Weeks Visitations: During the first semester (after approximately six weeks of the new semester), new faculty shall have class visitation by: (a) department chairperson or coordinator; (b) one or more peers, if in line with departmental philosophy; (c) administrator with direct responsibility for specific area assigned. Any evaluations culminating from these activities should be reviewed with the instructor within one week of the evaluation visit. A review should be made of the instruments used in the visitations.

D. Student Survey at Conclusion of One Month: A brief student survey of two or more classes* selected by the instructor is recommended at the conclusion of the first month of instruction. (*Certain health areas may find that only one group may be surveyed.)

If the instructor wishes, the results of this survey may be turned into the Dean of Career Education to become a part of the instructor's official file. However, it is important to emphasize that this would be totally up to the discretion

of the individual faculty. Some may wish to use a student
rating form, while others may feel this is not appropriate.
A decision on the part of the faculty member not to use the
form, or a personal view that the evaluations should/be
used for self-evaluation only, will have no reflection upon
the faculty. (Samples of two forms as well a a compre-
hensive article from the AAUP are contained i. this
bulletin.)

E. <u>Visits to Other Instructor Classes</u>: In order to broaden
one's experience in a new instructional environment, it is
suggested that new faculty arrange to visit the classes of
three other instructors during the first half of the Fall
Semester. It is felt that viewing instructional techniques
of instructors who work with Triton students can be of
special value. Approval, of course, must be received from
the instructors who would be visited. Some departments
may wish to request that experienced faculty serve as
"sounding boards" who can provide special assistance upon
request.

F. <u>Videotape--Self-Evaluation</u>: Although many faculty members
have had a presentation videotaped as part of their student
teaching experience methods class, many have not used this
effective means of self-evaluation. Multi-Media has agreed
to assist any instructor who wishes to videotape one or
more of his classes for self-evaluation purposes.

G. <u>Self-Evaluation Instrument</u>: One area which has not been
used in the past at Triton College is a regular self-
evaluation instrument. The self-evaluation instrument
developed cooperatively with Career Ed. Council and first,
second and third year Career Ed. faculty is included in
this bulletin. If a new faculty member wishes to complete
such a form and wishes it to become a part of his official
file, this will be welcomed by the Dean of Career Education.
Again, a decision not to use such a form would have no
reflection on the faculty member.

H. <u>Second Meeting</u>: A second meeting of the Career Education
Council and new faculty should be held shortly after mid-term
of the first semester to review the same type of items dis-
cussed at the first meeting only with the additional benefit
of having attempted some of the evaluative suggestions,
experienced classroom visitations, etc.

I. <u>Multi-Media Development "Pool" of Outstanding Presentations</u>:
Multi-Media should be requested to develop a "pool" of out-
standing classroom presentations (on videotape) which can be
reviewed by new instructors, part-time instructors or anyone
else desiring to see outstanding education in process. The

Instructional Improvement Committee should be charged with selecting several such instructors for videotaping.

J. Preliminary Evaluation: Any of the items above, relating to instruction and which are agreeable to the faculty involved, will be included in the evaluation session to be conducted in December for each new instructor. For example, with faculty approval, student evaluation, self-evaluation, and professional plan could be included.

Any areas needing improvement should be reviewed with the instructor at a conference comprised of the department chairperson/coordinator, faculty member, and Career Education administrator(s).

It is recognized that prior to the December meeting there most likely will be a number of earlier meetings at the departmental level.

K. Plan Developed in Response to "K": It is recommended that if improvements are deemed mutually desirable, such improvements should be put into a written plan.

L. Plan for Professional Growth: After the conclusion of the first semester, it is suggested that each new instructor develop a plan for professional growth, a written indication of what the instructor plans to do to improve himself professionally or his classroom presentations, materials, etc. Again, if the instructor desires, this will be made a part of his official file.

M. Final Evaluation: Final Evaluation of first-year faculty may include one or more of the above areas, once again requiring the input of the individual faculty on whether or not he wishes to have some of the suggested activities made a part of his file.

N. Multi-Media Development of "Mini-Instructional Improvement Units": Multi-Media should be encouraged to develop "mini-instructional improvement units" on testing and evaluation, writing objectives, teaching techniques, etc., available to anyone on the staff (full- or part-time). In addition, individual recommendations for instructional improvement resources (books, films, etc.) will be welcome as additions to the professional resource holdings of the LRC.

O. Communiques Regarding Faculty: Following is the procedure followed by the School of Career Education in terms of comments regarding faculty:

    (1)   If the comment is favorable (and frequently it is), a
        memo is directed to the faculty member with a copy to
        the department chairperson or coordinator and to
        <u>Personnel</u> for the personnel file. These memos also
        become a part of the evaluation process.

    (2)   If the comment is not favorable and it appears that
        the person making the comment seems sincere, the gist
        of the information in an oral complaint, or the commu-
        nication itself, if written, is sent to the department
        chairperson or coordinator for follow-up. If the type
        of comment is such that it does not seem prudent to
        reduce it to writing at this point, the comment is
        discussed orally with the department chairperson or
        coordinator. Any further action is dependent upon the
        follow-up procedure; and no official record is made
        until a determination is made, based upon the follow-up,
        that further action or record is necessary.

P. <u>Other</u>: The following thoughts are presented as general
    ideas. Because of the wide diversity of individuals, these
    may or may not be of value:

    (1)   <u>Preparations</u>: Where possible, it would appear desirable
        to limit instructional assignments to three preparatic⁻s
        for new faculty.

    (2)   <u>Extra Assignments--Non-Instructional</u>: It would appear
        desirable that extra assignments such as committee
        work be reviewed with the department chairperson or
        coordinator to discuss the implications of the regular
        instructional responsibilities. It is understood, of
        course, that final decisions rest with the individual
        faculty member.

    (3)   <u>Overload</u>: In cases where a new Triton faculty member
        has had no previous teaching experience, careful con-
        sideration should be given to the acceptance of an
        overload assignment for the first semester. (Because
        of the negotiated agreement, this would have to be
        strictly voluntary; and acceptance or requests for
        overloads by any instructor must not be a factor in
        the evaluation process.)

II. <u>Student Evaluation Forms (Evaluation of Faculty)</u>: This booklet
    contains an article, "Student Rating of Faculty," written by
    Wilbert J. McKeachie, Professor of Psychology and Department
    Chairman at the University of Michigan, the evaluation form
    which he has developed, and the Triton College evaluation form
    (presently used as "Pilot Study" and undergoing revision). The
    philos⸱⸱⸱ ⸱⸱ ⸱⸱ the School of Career Education regarding student
    forms ⸱⸱ ⸱⸱⸱ ⸱ use is reflected in I.D.

III. Self-Evaluation: Both videotape and self-evaluation instruments
      have been previously discussed. One possible self-evaluation
      is contained in the following materials.

 IV. School of Career Education Classroom Visitation Form (Used by
      Administrative Personnel): One section of this bulletin con-
      tains the visitation form used by School of Career Education
      administrators in their visits. There are three major differ-
      ences between this form and the one which preceded it:

      (1) The form now reads visitation, not evaluation; (2) The
      visitation form makes no attempt to assign a "grade" such as
      Superior, Average, Needs Improvement; (3) Concentration is
      directed toward such items as instructor planning, objectives
      and how the instructor plans to determine whether they have
      been reached; physical aspects; instructional atmosphere
      including a view as seen by a student, instructor reaction to
      course outline, course of study, textbooks, etc.

      Unfortunately, classroom visits frequently carry a negative
      connotation, even though every effort is made to assure the
      faculty that the visitor expects to observe a very fine
      presentation.

      In the final analysis, at least three persons are being con-
      sidered during an evaluation: the instructor; the department
      chairperson who was involved in the selection of the instructor;
      and the administrator (or administrators) who were involved in
      the selection. Therefore, assurance should be evident that
      quality education is what we expect to observe.

  V. Course Outline Format: A recommended course outline format
      and sample objectives are also included. Both of these instru-
      ments encourage the use of objectives of a performance-based
      nature. (The outline is "recommended" as it differs from the
      one contained in the negotiated agreement.)

 VI. Information Sheet: A listing of who to see and where to obtain
      specific information is contained on pages

This form is experimental and is presently being "pilot tested" in about 16 classes. Revisions will be made and a final form developed. Initial results indicate need to reduce choices and change language in some questions.

PILOT STUDY
STUDENT OPINIONNAIRE
TRITON COLLEGE

Course #_____
Instructor_____
Semester_____
　　　　Fall　　Sprg.　　Sum.
Year_____

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	No Opinion
The Instructor:			(CIRCLE ANSWER)				
1. was well prepared for class	1	2	3	4	5	6	7
2. demonstrated comprehensive knowledge of subject matter	1	2	3	4	5	6	7
3. aroused and maintained my interest	1	2	3	4	5	6	7
4. used a variety of teaching techniques	1	2	3	4	5	6	7
5. communicated the course objectives	1	2	3	4	5	6	7
6. was readily available for extra assistance both in and out of class	1	2	3	4	5	6	7
7. encouraged student participation	1	2	3	4	5	6	7
8. began class on time	1	2	3	4	5	6	7
9. finished class on time	1	2	3	4	5	6	7
The Textbook:							
10. was appropriate for the class	1	2	3	4	5	6	7
11. was too easy	1	2	3	4	5	6	7
12. was too difficult	1	2	3	4	5	6	7
13. was required but had limited or no use	1	2	3	4	5	6	7

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Very Strongly Agree	Strongly Agree	No Opinion
			(CIRCLE ANSWER)				

The Tests:

14. were appropriate measures of how well
    I was attaining the course objectives   1   2   3   4   5   6   7
15. appeared to be carefully prepared   1   2   3   4   5   6   7
16. were clearly worded   1   2   3   4   5   6   7
17. were administered too often   1   2   3   4   5   6   7

As a Student in the Class, I:

18. entered the class unprepared for the
    level presented   1   2   3   4   5   6   7
19. found the class too easy and of no
    challenge   1   2   3   4   5   6   7
20. was aware of what was expected of me
    in terms of specific grades   1   2   3   4   5   6   7

The Instruction Could Be Improved By:

21. additional supplementary activities
    (guest speakers, field trips, etc.)   1   2   3   4   5   6   7
22. increased numbers of quizzes   1   2   3   4   5   6   7
23. improved communication of objectives   1   2   3   4   5   6   7
24. more examples of practical application
    of subject matter   1   2   3   4   5   6   7
25. increased class involvement   1   2   3   4   5   6   7

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....

26. What is your evaluation of the subject matter covered in the course?

1	2	3	4	5	6	7
Disliked	Disliked	Disliked	Liked	Liked Very	Liked	No
Intensely	Greatly	Somewhat	Somewhat	Much	Exceptionally Well	Opinion

27. How would you rate the instructor's ability to teach?

1	2	3	4	5	6	7
Very Poor	Poor	Fair	Good	Excellent	Superior	No Opinion

28. How much do you feel you have learned from the instructor?

1	2	3	4	5	6	7
Almost Nothing	Very Little	Little	A Fair Amount	Very Much	A Great Amount	No Opinion

29. How hard did you work in this class?

1	2	3	4	5	6	7
Almost No Effort	Very Little Effort	Little Effort	A Fair Amount of Effort	Very Much	A Great Amount of Effort	No Opinion

30. Is the subject you are taking a requirement in your major?

1	2
Yes	No

84.

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31. Based on past educational experiences, what is your average grade for all coursework?

	1	2	3	4	5
	F	D	C	B	A

In what age range do you fall?

	1	2	3	4	5
	18 or less	19-24	25-35	36-45	46+

SELF-EVALUATION
YOU AND THE SCHOOL OF CAREER EDUCATION
TRITON COLLEGE*

1. If your major professional interest is teaching...

2. If you are eager to generate and utilize new ideas to improve instruction...

3. If you are willing to develop instructional objectives and help devise methods to evaluate student and instructor success in achieving these objectives...

4. If you enjoy working as a member of a team...

5. If you are willing to devote time to meeting with students who need extra professional assistance...

6. If you engage in a variety of professional growth and development activities...

7. If you serve as a "model" for your students...

THE SCHOOL OF CAREER EDUCATION IS THE PLACE FOR YOU!

*Developed cooperatively with Career Education Council and first, second, and third year career education faculty.

Section A
A SELF-ANALYSIS OF YOU
AS A MEMBER OF THE SCHOOL OF CAREER EDUCATION

1. If your major professional
    interest is teaching...

    a. Do you engage in continual
        up-dating in your field?

    b. Do you consider Triton
        College your primary pro-
        fessional interest?

    c. Do you meet with counterparts
        in other colleges to exchange
        ideas?

    d. Do you meet regularly with
        industry leaders and/or
        engage in industry activities
        for the purpose of meeting
        and understanding industry
        needs and trends?

    e. Do you work with high school
        counselors, instructors, and
        students to develop sound
        educational goals in
        technical areas?

    f. Do you re-evaluate self
        yearly with emphasis of
        self-pride in job done?

1. Self-Analysis--
    Professional Interest--
    Teaching

2. If you are eager to generate
    and utilize new ideas to
    improve instruction...

    a. Do you share instructional
        materials and successful
        classroom techniques with
        other instructors?

    b. Do you utilize varied
        instructional techniques,
        i.e., field trips, guest
        speakers, demonstrations,
        multi-media, etc.?

2. Self-Analysis--Generate
    and Use New Ideas--
    Instruction

c. Do you develop and implement new approaches to instruction?

3. If you are willing to develop instructional objectives and help devise methods to evaluate student and instructor success in achieving these objectives...

    a. Do you prepare course objectives in measurable terms?

    b. Have you developed a comprehensive course of study?

    c. Do you share objectives with students?

    d. Do you utilize quality, up-to-date (three years old or less) course outlines?

    e. Do you utilize evaluative instruments to measure student attainment of objectives?

    f. Do you plan well for each class and have daily objectives?

3. Self-Analysis--Instructional Objectives/Evaluation

4. If you enjoy working as a member of a team...

    a. Do you attend department meetings?

    b. Do you present recommendations for improvements within the department?

    c. Do you respond to requests within required time so that important items can be expedited?

4. Self-Analysis--Working as Part of a Team

d. Do you accept committee and sub-committee assignments?	
e. Do you bring problems to the prompt attention of those who can resolve them?	
f. Do you make a positive contribution to the general well being of the college?	

5. If you are willing to devote time to meeting with students who need extra professional assistance...	5. Self-Analysis-- Assisting Students
a. Do you post office hours and keep them, barring an emergency?	
b. Do you encourage students to make appointments (Triton counselors and supportive services; faculty conference hours)?	

6. If you engage in a variety of professional growth activities...	6. Self-Analysis-- Professional Growth
a. Do you enroll or plan to enroll in formal courses i available?	
b. Do you participate in workshops, seminars, etc.?	
c. Do you belong to professional organizations relating to area of specialization?	
d. Do you read professional journals?	

7. If you serve as a "model" for your students...	7. Self-Analysis--"Model" for Students

    a. Do you present personal appearance representative of what will be expected of your students when they go on the job for which they are being prepared?

    b. Do you establish concept of "full day's" work for "full day's" pay and necessity of being on time by beginning and ending each class on time.

    c. Do you emphasize "ethics" of profession or trade for which students are being prepared?

    d. Do you support the college's policies and procedures (although at the same time could be working thru channels to modify them)?

    e. Do you exhibit total impression of "professional"?

NAME _____
                              (signature)

DATE COMPLETED _____

TRITON COLLEGE
CLASSROOM VISIT REPORT
SCHOOL OF CAREER EDUCATION

Instructor_____Date_____Time_____

Department_____Subject_____Year: 1__2__3__4__

Beginning Enrollment____Present in Class on Visit_____Late to Class__

Objectives of Presentation:

What Device is Used by Instructor to Determine Whether Objectives
Have Been Realized?

Learning Climate:	YES	NO	UNABLE TO OBSERVE
1. Do students appear interested in material presented?	___	___	___
2. Are a variety of instructional techniques used? (i.e. board presentations, questioning, examples, practical applications, etc.)	___	___	___
3. Does the instructor appear to have a good grasp of his subject? (ease of presentation, ability to clarify, answer questions, etc.)	___	___	___
4. Is there an opportunity for active student participation in the form of questions, contributions, etc.	___	___	___
5. If there evidence that planning went into the presentation?	___	___	___
6. Can the instructor be heard from the back of the room?	___	___	___

	YES	NO	UNABLE TO OBSERVE

7. Does the instructor address the entire class? ___ ___ ___

8. Is the instructor's board presentation organized and legible? ___ ___ ___

9. Has provision been made for the use of audio-visual aids (if appropriate) in the class format? ___ ___ ___

10. What are the activities taking place as related to student participation?

11. Is the instructor following a written semester plan? ___ ___

12. Is the instructor satisfied with the present course outline? ___ ___

13. Does the outline reflect measurable objectives? ___ ___

14. If not satisfied, is a new outline in the process of completion? ___ ___

15. Is a course of study or syllabus available? ___ ___

16. If not, is one being prepared? ___ ___

17. Are lab experiments or homework aids available in written form? ___ ___

18. Is the instructor satisfied with the present textbook? ___ ___

19. If not, is a study being conducted to locate a new textbook? ___ ___

20. Are field trips included in the semester plan? If yes, please list locations of trips. ___ ___

21. Are guest speakers included in the semester plan? If yes, please list subjects: ___ ___

22. What specific problems relative to the class observed does the instructor indicate he has? (i.e. wide variety of abilities, lack of proper math background, poor preparation at lower level courses, etc.)

23. If withdrawal rate is significantly different than other courses of the same type, what factors does the instructor consider as contributing to this?

GENERAL REACTION OF OBSERVER AND RECOMMENDATIONS IF APPROPRIATE:

INSTRUCTOR RESPONSE: Please use separate sheet or back if response is appropriate.

_____   _____
         Instructor   Observer

_____   _____
            Date   Date

Classroom visitation reports become an official part of the faculty personnel folder; therefore, if any of the items are incorrectly noted or if it is felt that statements of clarification would add to the accuracy of the report, please request that your reaction be attached to the personnel file copy.

Thank you for your cooperation. Your suggestions for improvement will be appreciated (visitation procedure).

OFFICE OF THE SCHOOL OF CAREER EDUCATION

COURSE OUTLINE

Prepared By:_____ Date:_____

Approved By:_____ Date:_____
Dept. Chairperson

Approved By:_____ Date:_____
Administrator

I. Catalog Data:

Three Digit Course Prefix	Course Number	Course Title	Units of Credit	Hours Per Week of		Hegis Number
				Lec.	Lab.	

Lab Fee:_____

II. Prerequisite:
Course Description:

III. School of Career Education Objective: Upon successful completion
of the required sequence of courses, the student will have
developed those competencies required for entry level positions--
or if already employed, upgraded positions in one of the follow-
ing areas: (1) Industrial Oriented; (2) Health; (3) Business,
Management and Marketing; (4) Agriculture and Applied Biology;
(5) Public and Personal Service.

IV. Specific "Curriculum" Objective: ☐

or Support Function Objective: ☐

V. Specific "Course" Objectives and Method of Evaluation (see
reverse detailed listing):

VI. Required Textbook:

VII. Supportive Material: List Supplementary texts, films, film-
strips, videotapes, field trips, guest speaker topics, etc.,
where possible indicate specific objectives. Use separate page
if extensive list involved.

TRITON COLLEGE
SCHOOL OF CAREER EDUCATION

Guide to Writing Objectives

A major emphasis of the State of Illinois Department of Vocational Technical Education in its on-site visits is directed to the quality of each college's course outlines. Specific emphasis is placed upon the handling of course objectives.

Following are samples of objectives in a variety of areas and which contain the basic essentials of well-written objectives: (1) What specifically must the student know and be able to do? (2) Under what conditions must he demonstrate his knowledge or proficiency? (3) What is the minimum acceptable level of performance?

SAMPLE OBJECTIVES

Anatomy

Given a human skeleton, the student must be able to correctly identify by labeling at least forty of the following bones (list bones).

Auto Tech

Using safe work habits, selecting proper tools and equipment and completing the project within a time frame and quality level deemed appropriate by the instructor, the student will be able to perform the following: (1) perform on-the-car wheel balancing as well as off-the-car static and dynamic wheel balancing; (2) repair or replace worn steering and suspension parts such as springs, ball joints, steering linkages, and shock absorbers.

Bus. Math

Without aid of textbook or reference materials, the student will, with minimum of seventy percent accuracy, perform calculations for determining interest to include: (1) use of simple interest formula $I = PRT$ to find any variable when other items are given; (2) apply six percent, sixty day method; (3) compute compound interest amounts manually; (4) compute ordinary or exact interest using ordinary or exact time.

Bus. Org.

Without aid of textbook or reference materials, the student will demonstrate his knowledge of key terms (common stock, preferred stock, bonds) by providing in writing an analysis of the advantages and disadvantages to a company of each of the methods of financing with a minimum of two advantages and disadvantages for each.

Corrections (PSA)

Given the final exam, the student will, with minimum of seventy per-
cent accuracy, define community based treatment and list four relative
advantages and disadvantages of this concept. Information to be
derived from textbook and lecture notes.

Drafting

Given basic drawing instruments and a dimensional isometric drawing
of an object, the student will be able to draw three orthographic
views of the object correct in every detail and within stated time
limits.

Home Economics

Given specific nutritional requirements for individual family members,
the student will be able to prepare a two-week family menu that
satisfies their nutritional requirements.

Law

Given a legal contract containing five violations and a list of con-
tract laws, the student will be able to determine at least four of
the violations.

Marketing

Without aid of textbook or reference materials, the student will be
able to define at least eight of the following ten marketing terms:
macro-level marketing, micro-level marketing, target market, marketing
mix, forecasting, product life cycle, controllable variable, uncon-
trollable variable, product life cycle, time and place utility.

Med. Lab. Tech.

The student will be able to reproduce in written form with one hundred
percent accuracy the white blood cell genesis (maturation sequence).

Metals

Given an unfinished metal casting, the student will be able to surface,
drill and tap according to specification on attached blueprint.

WILLIAM RAINEY HARPER COLLEGE
FACULTY DEVELOPMENT PROGRAM

John R. Birkholz
David L. Williams
Illinois

This description is based upon the William Rainey Harper College
Faculty Development Program Handbook. The table of contents of the
Handbook as well as selected portions of the program are presented.

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PREFACE

There are perhaps as many definitions of faculty development as there are proponents. This "handbook" of the program for Harper College is an attempt to assist the faculty in reexamining their own professional attitudes toward instruction and toward their relationships with their students.

It has been suggested that for significant change to take place in faculty development, attention must be given to attitude, process, and structure. Hopefully, this program will begin to focus attention on these components to result in improvement of the institution's educational effort.

INTRODUCTION

Harper College in the next few years faces challenges unique to the experiences of its recent past. Crucial to the successful growth and development of its educational programming is the concept of change. As a result of impending growth, existing and future staff members will need to adjust to new demands being made of them. The major purpose of an ongoing faculty development program is to assist staff members in improving their capabilities for dealing effectively with new and continuing responsibilities.

Confronted with new demands in meeting its comprehensive mission of satisfying the diverse educational needs of a diverse student body, Harper College is seeking alternative ways of regenerating itself to adequately meet the changes and growth taking place in our community and society. The faculty development program, in all its facets, attempts to provide the means for the staff to better meet the needs of the consumer. These needs, as perceived by the student are essential to the personal, social, intellectual, and career requirements of their individual life goals and styles.

SCOPE OF PROGRAM

Since its inception, Harper College has been committed to providing resources for the continued professional development of the teaching faculty. Because of the variety of means available and the unique needs of individuals, several programs and opportunities are operational to assist in the maintenance of an institutional environment conducive to change and innovation. Following is a brief description of specific aspects of the total faculty development program currently utilized at Harper College. Each of these programs

contribute in part of the overall goal of improving learning oppor-
tunities for the student.

SPED - Special Projects for Educational Development - The
purpose of this fund is to provide funds for faculty research-
oriented proposals for internal funding which will benefit the
instructional program.

Innovative Travel - The purpose of this fund is to provide
funds for faculty to visit institutions which have new or
innovative approaches to instruction.

Professional Expense - The primary purpose of the professional
expense fund is to provide faculty with funds to join pro-
fessional organizations and to purchase professional journals
and books.

Professional Travel - The purpose of this fund is to provide
faculty with funds for the purpose of attending professional
meetings.

Sabbatical Leave/Leaves of Absence - The purpose of these types
of leaves is to provide the opportunity for creative educa-
tional and enrichment experiences which will add to the teach-
ing effectiveness and/or professional stature of the faculty
member.

Tuition Reimbursement - The purpose of this fund is to provide
faculty with partial payment to enhance professional growth.

Instructional Development Program - The purpose of this program
has been to provide faculty with released time and assistance
in developing specific course materials.

In addition, resources of the Office of Research and Planning,
Computer Services, Learning Resource Center and government grants
are available to complement these programs.

All faculty development programs discussed previously have
referred to specific types of activities which contribute to an
overall program. A major thrust of the program each year is to
design a series of activities for all faculty which will serve as
a catalyst for change and growth. These activities consist primarily
of seminars, presentors, facilitators, and discussions on preplanned
topics of relevance and significance. Recognizing that faculty
members new to Harper College require additional kinds of information
than a returning faculty, an attempt is made to schedule additional
activities for these individuals to assure their optimal acclamation
to Harper.

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OVERVIEW OF FACULTY DEVELOPMENT PROGRAM

The general program for the academic year will be focused on instructional strategies for the future. The plan is to develop the "futures concept" at the orientation meetings in August. On a monthly basis a series of programs and activities will focus on what is occurring now at Harper, what is going on elsewhere and what can Harper do in the future in the area of instructional strategies. The latter part of the year's program will be spent in redesigning instructional strategies for the future.

Therefore, in a summary form, the general faculty development program will be as follows:

August   General orientation program. Major theme being, "Focus on the Future"

September   An assessment and review of instructional strategies that are currently in use at Harper.

October   What are new strategies for the future?

November   Instructional strategies for specific disciplines and divisions. Outside facilitators in each division brought in to interface with small groups and individual faculty.

January   Second Semester Orientation

February   Identification of instructional strategies for redesign

March-   Topics identified earlier on a divisional basis
April   reviewed for further planning

May   Institutional and individual needs assessment

June   Plans finalized for following year's Faculty Development Program

NEW FACULTY ORIENTATION

It is essential for faculty members who are new to feel that they are aware of the resources available to them. A series of special activities and programs are being planned this year to facilitate the transition of new faculty members into the Harper faculty.

In addition to the regular faculty orientation meetings, there will be weekly sessions at varying times on selected topics of importance. These are designed to be completed by November. The topics and the sequence in which they will be presented on a weekly basis are as follows:

1. Philosophy - Institutional goals

2. Community and Student Profile - clientele to be served

3. Learning Laboratory

4. Learning Strategies Practices in Selected Community Colleges

5. Maximizing Student Human Development Potential

6. Instructional Strategies

7. Instructional Specifications

8. Learning Support Services

9. Instructional Materials Preparation

10. Computer Assisted Instruction

11. Grading and Academic Standards

12. Needs Assessment: Implications for Personal Development

CONCLUSION

The major objectives of the faculty development program will be to "focus on the future," specifically as it relates to instructional strategies. As a result of this rationale, it is strongly urged that SPED and innovative travel requests are related to the objectives of the program for the year.

FACULTY DEVELOPMENT - GENERAL PLAN

August

Fall Semester Orientation Program - all faculty
Special Sessions and Mentor Program - new faculty
Group and Individual Sessions - part-time faculty

September

      Instructional Philosophy
      Current Instructional Strategies at Harper
          Large Lecture
          Lecture/Discussion
          Laboratory
          Small Group
          Individualized Modes
              Audio-tutorial
              Open lab
              Computer assisted
          Cooperative Education
Each of these delivery modes will be highlighted at a session
planned during the month. The presentor would be a faculty
member having experience and expertise in the methodology.

October

"Instructional Strategies for the Future"

During a one-day visit on campus, a consultant will meet on an
individual basis with divisional faculty to stimulate thinking
on a general basis.

A vita and synopsis of his objectives will be provided in
advance to faculty. He will arrive the evening before and
have dinner with several division chairpersons and faculty.

November

"Special Strategies for Special Disciplines"

A facilitator will be brought in by each academic division to
work specifically with faculty for one day to serve as a
catalyst in assessing, planning, and redesigning instructional
strategies.

Persons from the following areas are suggested to have responsi-
bility for selecting the facilitator and planning the session
for each division:
      Business Division
      Engineering, Math & Phy. Science
      Fine Arts & Design
      Liberal Arts
      Life & Health Science
      Life Long Learning
      Social Science & Public Service
      Special Services

January

   Second Semester Orientation

February

   Identification of Instructional Strategies for Redesign
   Emphasis at divisional level

March, April

   Topics emerging from previous discussions and efforts will
   be reviewed for further study

May

   Institutional and Individual Needs Assessment

June

   Plans finalized for next year's Faculty Development Program

   As can be discerned from the schedule, after the first three
months, the major emphasis will be on a divisional level rather
than an institutional basis.

FACULTY DEVELOPMENT - NEW FACULTY

   In addition to participation in the orientation program held
for all faculty, it is important that additional efforts be made
with new faculty to assure their smooth transition into Harper.
For that reason a series of activities are planned which will assist
in this transition.

   Faculty Mentor Program - Each new faculty member will be
assigned a mentor who will be specifically assigned the task of
assuring that the new faculty is introduced to the institution.
A special description of the mentor program is on page 104.

   Special Orientation Week Meetings - A special meeting for new
faculty is scheduled during orientation week to clarify some
essential matters. The time and topics are included on the
orientation week program.

   New Faculty Development - Ongoing Program - A series of twelve
topics have been selected for presentation on a weekly basis as
follows:

Philosophy-Institutional Goals
Community and Student Profile
Learning Laboratory
Learning Strategies Practices in Selected Community Colleges
Maximizing Student Human Development Potential
Instructional Strategies at Harper
Instructional Specifications
Learning Support Services
Instructional Materials Preparation
Computer Assisted Instruction
Grading and Academic Standards
Needs Assessment: Implications for Personal Development

Locations, times and names of presentors to be announced.

Prior to the opening of the fall semester, the new faculty will
be given a reading list of books and publications which are felt to
be appropriate for establishing a background in the community college.

NEW FACULTY - MENTOR PROGRAM

Division chairpersons have responsibility for assigning an
existing faculty member to each new faculty as a mentor. It is con-
ceived that this person will assist the new faculty member throughout
the orientation week activities and the entire first semester.

The initial contact should be made prior to the first day of
faculty orientation.

The following are suggested activities that could be utilized
by the mentor:

a) Tour of campus - general
b) Visit with LRC staff and facilities
c) Review of college catalog, Policy manual
d) Introduce to faculty in division
e) Introduce to Business Office for insurance programs, etc.
f) Assist with parking permit
g) Discussion on community profile and student profile
h) Review student handbook
i) Explanation of master schedule
j) Campus Services
k) Bookstore operation
l) Explanation of grading system
m) Public Safety

In summary, attempt to establish a rapport that will encourage
an ongoing dialogue regarding any concerns that either the mentor
or new faculty might have.

A periodic conference with division chairperson, mentor and
new faculty might also be of value on occasion throughout the first
semester.

It is assumed that the faculty member has been selected for his
new position over other applicants because of his strengths and
potential. Therefore, it is the responsibility of his colleagues
to encourage his development.

SOME BACKGROUND ON INSTRUCTIONAL STRATEGIES

The knowledge that learning occurs under a variety of conditions
for each learner has prompted many of the leading community colleges
of the United States to attempt to provide several approaches to
instruction. These approaches include an opportunity for self-
development in "regular" class experiences wherein a teacher "talks
to" and discusses with a group of students (15-35); individualizing
instruction wherein a student can develop with individual tutoring,
or direction; independent study; large lecture-discussion classes;
educational television; laboratory sessions; coop experiences; plus
other modifications of one or more of these approaches.

In providing a variety of instructional modes, it has become
apparent that every teacher is not like every other teacher in that
every teacher may not feel comfortable in all modes of instruction or
has not developed the capabilities to insure the most effective
direction for the learning process.

Consideration of visual, audio, computer, printed materials,
etc., aids to enhance the teaching-learning process has been made
and varied applications have arisen. These applications vary from a
complete audio-visual instructional mode to teacher presentations
enhanced by these materials or tools.

Other factors that have become realities in higher education
today include the need to efficiently and effectively utilize
physical, financial and human resources and to produce educational
experience opportunities for students at lowest possible cost.

Criticism of all modes of instruction has been made since the
inception of each. Also, particular concern has been expressed
about the possible side effects of larger class size, faculty load,
student achievement, student self direction, independent study, etc.,
which may result from specific modes of instruction. With the
expression of these criticisms and concerns, many reknowned researchers
such as Davis, Edling, Feldman, Lewin, Mager, McKeachie and many
others have reviewed and evaluated many theories related to these
modified or "new" approaches to instruction and student development.

Generally, research findings indicate that there is no apparent overall specific optimum approach to instruction, class size, teacher span of control or similar factors. For example, traditionally, small classes have been regarded as providing a superior learning environment. However, research on the impact of class size on learning has failed to reveal a significant relationship between class size and student achievement.

W. J. McKeachie and his associates in psychology at the University of Michigan have conducted research on teaching effectiveness for many years. Their recent review of the results of such research by themselves and others since the 1920's has been summarized as follows:

1. When scores on class quizzes and examinations were used as the index of learning, neither large classes nor small classes were found to be clearly superior to the other.

2. When retention of knowledge for one to two years was the measure of learning, the small class was found slightly superior.

3. When problem-solving or changes in attitudes were the index of learning, the small class was found to be superior.

Among other long-time students of higher education, Alvin Eurich has concluded that "class size seems to be a relatively minor factor in educational efficiency, measured in terms of student achievement," and Lewis Mayhew has commented that "the blunt fact is that class size has very little relationship to student achievement."

The late Beardsley Ruml proposed doing away with medium-sized classes and concentrating on large lectures and small seminars. More recently, Bowen and Douglass have examined Ruml's proposal and several other proposals for changes in modes of instruction and have developed their own "eclectic plan," which would include "(1) a few large lecture courses common to all or most students; (2) courses calling for programmed independent study either with or without learning stations and mechanical systems as in the Kieffer plan; (3) courses with emphasis on tutorials; and (4) 'conventional classes'." In their judgment "good education calls for a mixture of various methods so that students can have varied experiences as they pursue their college careers and so that professors can teach in the manner that suits their talents and taste."

The Bressler Report recommended a carefully planned mixture of undergraduate class sizes at Princeton, ranging from one student in senior tutorials to 170 in freshman "exploration" lectures.

For a variety of reasons, independent study is receiving
increased emphasis in programs for academic reform and in experi-
mental colleges. Independent study courses encourage flexibility
and variety and can be tailored to the student's individual interests.
They also facilitate the dropping of course offerings that are
attracting too few students. There is a strong case for a policy
under which classes where fewer than a stipulated minimum number of
students registered in a given term will be dropped - either for
that term or permanently, depending on the history of registration
in the course. The California Coordinating Council on Higher Edu-
cation recently conducted a survey of policies regarding class size
in public institutions of higher education in other states and found
that only 20 out of the 46 respondent institutions had a written
policy. The majority of universities with written policies set
lower minima for graduate than for undergraduate classes, while six
universities also set lower minima for upper-division than for
lower-division classes. The range of minimum class sizes varied
widely - from a minimum of two to a minimum of eight for graduate
courses, and from a minimum of ten to a minimum of twenty for lower-
division courses.

Perhaps the most exhaustive study of class size has been
reviewed by McKeachie in Improving Teaching Effectiveness in which
the literature was reviewed on college teaching from 1924 to 1970.
The major implication of the findings of McKeachie's study was that
there should be a variety of teaching methods used within a college
and teachers should develop a repertoire of skills.

HARPER COLLEGE PHILOSOPHY OF INSTRUCTION

Harper College has adopted the philosophy to provide as many
educational opportunities for as many students as possible within
available physical, human and financial resources of the college.
This philosophy has resulted in a parallel to the Bowen and Douglass
"eclectic plan" cited above. This has resulted in a mixture of
instructional modes which include:

Instructional Modes	Representative Courses
Lecture-Discussion (Teacher Oriented)	Business Offerings Social Science Offerings Geology Music Appreciation Art Appreciation
Lecture-Discussion (Student Oriented)	Biology
Printed Material and/or Programmed Learning	Psychology Learning Laboratory

Instructional Modes	Representative Courses
Independent Study	Psychology I
	Psychology II
	History
	Sociology
	Learning Laborato:
Simulation and Problem Solving	Interactive Computer Terminals
	Physics
	Architecture
	Selected Math courses
	Selected Business courses
Traditional Classes	English
	Literature
	Mathematics
	Others

Each of the above-mentioned modes of instruction is being supported by a well-qualified teaching faculty, Learning Resource Center services, computer, student services, business office, administrative and other services to make all as effective and efficient as possible. Basic results of these efforts, staff and services are being reflected in personal feedback from present and former students, follow-up studies, etc.

AN EDUCATIONAL ENVIRONMENT CLASSIFICATION SYSTEM

These modes of instruction do not allow for maximum student results until they are compatible with the educational environment. When mode and environment are compatible, the probability of success is enhanced. Below is a classification system of six different educational environments that can be established to maximize learning:

Teacher-Oriented Environment.-
Automated Environment
Interaction-Oriented Environment
Student-Oriented Environment
Sheltered Experience-Oriented Environment
Experience-Oriented Environment

Although it would be possible to name other types of environment, this system of classification will serve as a useful means of identifying and classifying environment.

Commitments by the Board of Trustees and staff of the College to provide a range of educational and developmental opportunities has been exemplary among community colleges. A continued commitment

seems apparent for rational and professional approaches to
instruction and student development.

A CLASSIFICATION SYSTEM OF STUDENT LEARNING STYLES

Richard Mann and his colleagues have suggested the following
characterizations of student learning styles:

The Compliant Students
The Anxious Dependent Students
The Discouraged Workers
The Independents
The Heroes
The Snipers
The Attention Seekers
The Silent Students

It is impossible to gain a clearer perspective of the various
approaches to teaching wit ut an awareness of the variety of stu-
dent learning styles that confront the faculty member in the educa-
tional environment.

ADULT DEVELOPMENTAL TASKS AND IMPLICATIONS
(Hodgkinson, Adult Development, Educational Record, Fall 1974)

Developmental Task	Usual Action	Major Goal(s)	Societal Provision	Implications	Complexities
I. Seek New Adult Roles 16-22 (25)	Leaving Family	Gain Identity	Work, college, military, Peace Corp.	Transition not complete, little work experience, isolated from economic & social stress, need mentor-mentee relationship.	New Marriage, periodic reversal, social demands, loss of freedom.
II. Explore Adult World 22-29 (34)	Testing career, dreams of scholarship, position, respect.	Commitment to life career.	Working World	Need mentor, success, intrinsic & extrinsic rewards (scholarship, leadership, advancement, research, recognition, loved, respected, mentor, senior professor.)	Growing family, conflict between mentor-marriage, financial stress, loss of freedom, family and occupation conflict.
III. Transition to Adulthood 30-38 (42)	Settling down, driving for status.	Find niche, (dreams fulfilled). Become "Own Man."	Promotion, multiple niches, committee head, chairperson.	Real criteria realized, drive for tenure (status. Potential for conflict (marital, etc.), busy, cherished ideas burst, Peter Principle may operate.	Family and occupation conflict, financial stress, social demand.
IV. Readjustment of Gap between dream & reality 39-43 (47)	Modify or acquire new aspirations, fantasies.	Salvage career, compromise status.	Reality Testing, Sabbaticals, Exchange Career.	Realize - getting older, not growing up, question profession, revise downward. Last chance, What now? Not many rewards left (or available), routine is dull, tempted to new challenges. If successful, may have enemies within setting.	Frustration, marital conflict, occupation & sexual fantasies, elderly parents, children in college.

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Developmental Task	Usual Action	Major Goal(s)	Societal Provision	Implications	Complexities
V. Adulthood stabilized "Best Years" 43-50 (54)	Discover new sources of fulfill= ment.	Relax & enjoy status.	Non career activities, more alternatives.	New loyalty, become mentor, enjoy success & recognition in some areas, greater trust, share authority & findings.	Unemployment, career change, divorce, death, stabilization of children.
VI. Deal with physical decline 50=60 (64)	Refuse to accept.	Become one of "Happy Few."	Increasing or constant demands on time & energy.	Develop shunts, selective neglect, need to take on alternate tasks & give up some older demands (trick to award service without damaging anyone due to lowered competence.	Health, illness or death of mate, worry about retirement.
VII. Hanging on. 60-70	Continue role. (Informally by passed.)	"Tough it out." Gain Emeritus Status.	Few (no) alternative, teaching or proxy jobs.	Feel guilt, options passed, may be naive, hang on, need something to live for.	Retirement, correlates with death.

IOWA LAKES COMMUNITY COLLEGE
CERTIFICATE RENEWAL AND PROFESSIONAL DEVELOPMENT POLICY

Gene Schorzmann ,
Iowa

I. Review of the overall in-service education philosophy of the
district.

An an institution of higher education, 'the College recog-
nizes and accepts the responsibility for developing and imple-
menting an in-service education program of valid experiences
upon which to justify each instructor's renewal of certification.

Involvement of the College employees in appropriate and
meaningful in-service educational activities and programs is
encouraged and considered necessary by the Board of Directors,
administrators, faculty, and student body in the interest of
offering the best educational opportunities possible.

In-service education activities will be individually planned
sequences of activities on and off campus, planned with and for
employees both singly and in groups as an extension of the staff
members' basic preparation background and as a means of staying
occupationally current.

The comprehensive community-wide educational responsi-
bilities of the College necessitates the employment of people
with widely varying vocational and training backgrounds The
diversity of their backgrounds requires that our local insti-
tution give consideration to this when planning enrichment
experiences.

The following guidelines pertain to the in-service educa-
tional plans for the vocational, technical, and some career
option instructors at the College.

II. Objectives for the in-service education program. These objectives
should be specific in nature and stated in terms of how the in-
service education program intends to change the staff behavior.
Objectives need not be stated for each in-service offering
unless this is preferred.

Broadly stated, the program will provide teachers the
opportunity to update their occupational and teaching competency
through both total staff learning experiences and individualized
renewal of certification plans. Thus some objectives stated

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below reflect goals pursuable through group activity and others through single experiences.

1. Development of self-awareness.

2. Development to staff's knowledge of community college environment: college, philosophy, roles, students, etc.

3. Orientation to the nature of the community college student and development of ability to relate to student body.

4. Development of improved teaching techniques.

5. Orientation to new technology and media aids.

6. Improvement in areas of evaluation, particular behavioral objectives and testing and measurement.

7. Development of individually planned recertification programs which include a variety of enrichment experiences both of academic and occupational nature.

8. Development and implementation of the concept of continuing education units in lieu of credit hours, with the units to include credit and non credit courses, workshops, seminars, occupational experiences, and independent study plans.

III. In-service education plan of action to implement certificate renewal.

A. Statement of need. How determined? How have teachers been involved?

A need for a certificate renewal program which is more in adherence with vocational, technical and career option instructors has been felt by instructors who have been confronted with the recertification process.

It is known that technological changes take place in industry at a very rapid rate. Teacher training institutions find it difficult to provide in-service education for updating instructors as rapidly as technology is changing.

It has also been found that some academic classes which are taken for renewal of teaching certificates do not necessarily increase the effectiveness of teaching skills. This is especially true if the classes are in a discipline completely unrelated to the vocational, technical and career option teaching areas.

With the advent of career option courses, practitioners who are being certified for classroom instruction will be faced with a similar situation that currently exists for vocational, technical, and career option instructors.

There currently is a feeling among part of the college parallel instructors of the desire to relate their course work to industry need. They feel the value of having this industrial experience would be beneficial to their classroom technique.

As a result of these ideas being expressed to the recertification committee, a need has been seen for a specific, individualized certificate renewal program designed for updating current teaching areas not presently being served by present recertification renewal procedures.

B. Description of the program. What does it consist of: courses, workshops, seminars, independent study, occupational experience?

Individual guidelines must be set for each instructor in order to make recertification a worthwhile experience. Any or all of the above mentioned activities might be acceptable to the committee, but the committee must review all activities and approve each individual instructor's program for quality, relevance and applicability to his teaching area. The review process for any individual program will move through the department chairman before going to the recertification committee. A definition of terms might serve to clarify the general nature of experiences the committee feels will be acceptable for units toward recertification.

Courses: will include all courses offered by four-year colleges which are relevant to the instructor's teaching area.

Workshops: will include any offering by corporations in specific skill-increasing areas, or by institutions of higher education and educational agencies in specific skill-increasing areas. The length and quality will be considered when assigning units of credit.

Seminars: will include any offering designed to increase the instructor's teaching effectiveness, and broaden his professional background.

Independent study: will be relevant to the teaching field of the instructor.

Occupational experience: in the area in which the instructor is teaching, and must be of sufficient quality to ensure him a true learning experience.

In-house offerings: will include any organized in-service made available to the faculty.

Correspondence courses: only those correspondence courses in which it is impossible to enroll at an institution of higher education, or by extension, will be considered.

C. What resources are available to support the program (facilities, equipment, instructional materials, etc.)?

With the two prong effort to develop quality in-service education and recertification programs it will be necessary to involve facilities, equipment and materials to meet individual, as well as planned group activities. The facilities available would be the College campus buildings and local schools in the Area. The Adult and Continuing Education Department of the College will be utilized to offer in-service education to faculty and staff members as groups that might otherwise be unavailable.

Also businesses, hospitals, agencies or institutions related to individual instructor teaching responsibilities will be used in developing instructor plans. Instructional materials will be sought from commercial as well as educational agencies. Likewise, resource people will be utilized from colleges and universities, industries and businesses. Every effort will be made to supply the necessary resources to implement the in-service programs.

D. How will the in-service education program be financed? Include money budgeted by the local board and tuition charges, if any.

The Board of Directors and the Administration of the College supports an active in-service program for all staff members of the college that will enable each individual to continuously upgrade himself and maintain a high degree of excellence as an instructor. Funds will be identified each year for such a program.

Instructors attending non-credit* conferences and seminars of one week or less will be reimbursed by the institution.

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*Instructors who choose to receive a college credit for such a course will pay their own tuition.

'Consultants from business, industry and educational institutions will have gratuities and expenses paid by the institution.

Specialized extension courses for individual staff offered by another institution will require that tuition and fees be paid by the individual.

Extension courses brought to the campus for the benefit of the entire staff will have tuition and fees paid by the institution.

Independent study developed by each staff member and approved by his department chairman may be financed by the institution. (Does not include correspondence courses.)

Instructors returning to business or industry for occupational experience will, in most instances, receive compensation from that business or industry.

E. What provisions are provided for a registration process? Enclose a copy of the form devised for this purpose.

To encourage each instructor to look at his professional needs and to keep abreast with changes in business and industry, it is recommended that every spring each instructor, with the help of his department chairman, identify his long-term and annual educational plans, listing priority for those that must be met as soon as possible.

When an instructor identifies an opportunity to fulfill one of the items identified on a Professional Growth Form, he shall first channel the activity to his department head. Together they shall review the activity and identify the benefits that will be gained through his participation.

When the registration form has been completed, signed by the department chairman, the instructor will send it to the committee for review. If the committee has concerns regarding the proposed activity, the instructor, with his department chairman will discuss the merits of the activity.

F. What plans have been made for in-service education evaluation? This would include a participant evaluation, and also a total program evaluation by the local staff development committee. Enclose copies of forms devised for this purpose.

Evaluation of in-service recertification training should include but not be limited to the following broad classifications:

1. Is the in-service activity relevant to the instructors' field?

2. Is the in-service activity relevant to the geographical area in which the instructor is employed.

3. Does the in-service activity include such material as to be consistent with the doctrine and philosophy of the community college.

4. Is the in-service activity practical; i.e. distance, cost of tuition and practicality.

5. Does the instructor have the personal need, professional necessity or curriculum assignment to warrant attendance at this activity.

These questions, as well as other pertinent data, must be ascertained by the department chairman. Upon completion of activity, the participant will be prepared to furnish either in writing or orally a report to those interested persons related to this particular field.

G. Agreement, if any, with an institution of higher education for granting college credit. Attach a copy of the letter of agreement.

Efforts are being made to complete arrangements with institutions of higher education for the purpose of granting college transfer credit for various educational experiences in which instructors participate. Following is an excerpt of a letter which provides the details for instructors to obtain credit for the activities so outlined.

Dear   :

This letter is in regard to the request from the Faculty Re-Certification Evaluation Committee in which you asked what articulation agreement could be designed to record committee-approved instructors' re-certification experiences and to possibly grant Iowa Lakes Community College credit for those experiences.

It will be the intent of Iowa Lakes Community College to cooperate fully through the Student Services records system to record this information for each instructor.

The following conversion table comparing Continuing Education Units and semester hours of college credit will be used.

Category #1: Courses taken for college transfer credit

A. One semester hour is equal to one renewal unit.

B. 1.8 Continuing Education Units are equal to one semester hour.

C. One Continuing Education Unit is equal to ten (10) contact hours.

Category #2: Non-credit seminars, institutes, workshops, and training centers

A. 30 contact hours are equal to one renewal unit.

B. One renewal unit is equal to 3.0 CEUs.

C. One CEU is equal to ten (10) hours.

Category #3: Non-credit occupational experience

A. 40 hours are equal to one renewal unit.

B. One renewal unit is equal to 4.0 CEUs.

C. One CEU is equal to ten (10) hours.

Continuing Education Units will be recorded on an Iowa Lakes Community College transcript at no cost to the staff member. At such time that a staff member wishes to convert his CEUs into transfer college credit from Iowa Lakes Community College, he will at that time pay an amount per credit hour granted through the conversion.

Sincerely yours,

Gene Schorzmann
Assistant Superintendent

H. What credit system has been devised? (Forty clock hours
of structured occupational experiences equal one semester
hour of credit; thirty clock hours in seminars, institutes,
workshops, on independent study equals one semester hour
of credit.) All credits must be recorded in terms of
semester hours.

Instructors who satisfactorily complete the objectives
set forth on the registration form shall be granted con-
tinuing education units to be applied toward recertification.

The recertification committee highly recommends that
each instructor establish goals for selecting an educational
program that will assist him in his teaching competencies
and provide him renewal units. Likewise, the committee
suggests that each instructor develop an education program
which includes a combination of learning activities that
will be developed through course work, occupational experi-
ences, workshops, seminars, and other in-service functions.
The committee will evaluate each individual's activities
and assign specific continuing education unit values to the
activities. (The equivalencies are listed below.)

Varying contact hours and varying CEU's will be
required to complete one renewal unit, which is equivalent
to one semester hour of credit. Each instructor must
successfully complete six renewal units before he is con-
sidered eligible for recertification. Units may be earned
via the recommended procedures. Equivalencies follow:

COLLEGE TRANSFER COURSES
A. One semester hour is equal to one renewal unit.
B. 1.8 Continuing Education Units equal one semester hour.
C. One Continuing Education Unit equals ten (10) contact
    hours.

SEMINARS, INSTITUTES, WORKSHOPS AND TRAINING CENTERS
A. 30 contact hours equal one renewal unit.
B. One renewal unit is equal to 3.0 CEU's.
C. One CEU is equal to ten (10) hours.

OCCUPATIONAL EXPERIENCE
A. 40 hours are equal to one renewal unit.
B. One renewal unit is equal to 4.0 CEU's.
C. One CEU is equal to ten (10) hours.

THE CAMPUS-WIDE HUMAN DEVELOPMENT PROGRAM
OF COLBY COMMUNITY COLLEGE

Terry G. Ludwig
Kansas

The Colby Community College Board of Trustees began the Human
Development Program by hiring a full-time director and establishing
the following goals for him:

To create a comprehensive curriculum of human development
courses;

to lead human development courses;

to facilitate operation of a staff development program;

to take human development courses out into the community; and

to build a campus-wide Human Development Program worthy of
national recognition.

The purpose of this presentation is to chronicle the growth of
the Human Development Program and note future directions it will be
taking. Each of the original Human Development Program goals serves
as a "person-centered" overlay on the college mission of providing
education to residents of the twenty counties of Northwest Kansas.

The focal points of the Human Development Program are found in
four areas: Human Development Instruction, Staff Development,
Community Development, and Student Development. Human Development
Instruction is comprised of the curriculum of five human development
courses and also includes group dynamics projects for traditional
classrooms. Staff Development is comprised of all activities designed
to increase organizational functioning and to enhance the personal
growth of the staff. Community Development is comprised of the
"person-centered" credit, non-credit, and consulting services offered
to off-campus students. Student Development is comprised of those
activities which utilize extra-curricular opportunities for the per-
sonal growth of students.

The first two of these four areas shall be explored in terms of
goals, activities, and outcomes found to date. The first step toward
building the Human Development Program began when Human Potentials
classes were brought to campus by James Childers, an English
instructor. In a small college with just 864 full-time equivalent
students, the impact of such an event was immediate, not enough
sections of Human Potentials could be opened.

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HUMAN DEVELOPMENT INSTRUCTION

The area of Human Development Instruction began with the addition of Developing Leadership, Human Relations, Career Development, and Advanced Human Potentials (Transactional Analysis) to the basic Human Potentials class to form a "curriculum of personal concerns." Limited to an enrollment of fifteen students per section, these courses are curricular experiences for academic credit utilizing some form of small group process to facilitate personal development (Ludwig, 1973).

The general goals of the Human Development courses in a "curriculum of personal concerns" are:

To encourage personal growth and development;

to create a supportive environment where the student may learn skills in communicating with others;

to help the student plan personal change using his strengths and abilities;

to establish a reference group where the student may test new behaviors.

From Fall, 1973 to Spring, 1975 approximately 25 percent of the student body went through one or more of the courses in the "curriculum of personal concerns."

In addition, human development courses utilize learning contracts as a basis for grading, feature weekend experiences in Human Potentials and Advanced HP-TA, offer two and three hour variable credit contracts, and negotiate self-development projects for students. We also train facilitators through inter-disciplinary training programs in Human Potentials, have competency-based testing in Human Relations, and harness small groups as an educational tool in all these classes.

A second unique element of the Human Potentials classes is the diverse background of the facilitators. They come from English, psychology, biology, physics, mathematics, public relations, student personnel, history and allied health disciplines. They lead Human Potentials after completing a year-long training program supervised by the Director of Human Development.

Another aspect of Human Development Instruction is the group dynamics techniques in traditional classrooms. Faculty teaching Human Potentials classes have adapted those techniques to classes in their home disciplines. As one instructor noted this activity converts students into people and makes the classroom more attractive to everyone.

The outcomes of the Human Development Program in the area of Human Development Instruction can be fixed through many measures: the continued enrollment of students, faculty acceptance of teaching responsibility, and institutional commitment to continued funding. The purpose of Human Development Instruction is to create a positive learning environment which has the following characteristics (Schmuck and Schmuck, 1974):

1. Students share high amounts of potential influence with one another and the facilitator.

2. High levels of attraction exist for the group as a whole and also between individual classmates.

3. Norms are supportive for task behavior and individual differences.

4. Communications are open and feature dialogue.

5. The small group processes themselves are considered relevant for study.

STAFF DEVELOPMENT

The area of Staff Development is an integral part of the Human Development Program for all college personnel including faculty, administration, trustees, student personnel workers, secretaries, and other support staff. In general, it is the role of the Director of Human Development to coordinate the Staff Development Program in accordance with these goals:

Staff Development Goals

Improving Instructional Skills - learning more teaching techniques;

Facilitating Personal Development - enriching the whole person;

Improving Morale - creating an attractive work environment;

Increasing Individual Involvement in Decision Making - having more say;

Acquiring More Subject Knowledge - knowing more about what you teach; and

Serving as a Basis for Merit Pay - participating for recognition.

From Fall, 1973 to Spring, 1975, 100 percent of Colby Community College's staff participated in at least one scheduled activity or more. Sixty-three percent of the staff participated in the voluntary Human Potentials Training Program. In all, approximately 16,500 contact hours in staff development programming activities were generated.

Three outstanding elements of Colby Community College's Staff Development Program are: (1) a comprehensive organizational development planning base; (2) shared responsibility for program goals among the offices of the Director of Human Development (organizational development planning and program coordination), the chairperson of the Acquisition of Professional Skills Committee (faculty-controlled awards and experiences), the Dean of Instruction (administrative concerns), and the Director of Resource Development (grants and outside assistance); and (3) the establishment of the faculty-controlled Acquisition of Professional Skills Committee.

The objective of all these efforts is to build a program which makes staff development activity a natural function of all individuals employed by the college. Without it, our mission statement is mere rhetoric. The fifty-odd workshops, seminars and other activities comprising the concrete events in the program occurred at several levels as shown by these examples:

I. Total Organization Activity.........................Goals

Scott Lake	Improving Instruction
Pecusa Partnership	Improving Morale
	Decision-making
	Involvement

II. Large Group Activity (15-30)......................Goals

Transactional Analysis	Personal Development
Workshops	Improving Instruction
Learning Styles Workshop	Improving Morale

III. Small Group Activity (5-15).......................Goals

Human Potentials Workshops (3)	Improving Instruction
Gaming and Simulations	Personal Development
Secretarial Workshop	Improving Morale

IV. Individual Activity...............................Goals

APS Incentive Awards	Improving Instruction
Orientation Contracting on	Merit Pay
an Individual Basis with	Subject Skill
the Dean of Instruction	

The outcome of the Staff Development Program may be found in any number of measures: staff participation, evaluation of specific events, citation of the program as outstanding by the North Central Evaluation team, etc. The Staff Development Program brings partici- pants to a higher level of teaching, personal, and organizational awareness.

The Fall, 1975 problem identifying workshop report entitled "Reflections on the Pecusa Partnership" detailed the elements we hope to make constant factors in Colby Community College's learning environ- ment (Schmuck and Schmuck, 1974):

collaborative decision-making where people are highly valued and seen as being important enough to participate in decisions affecting them;

wide-ranging friendship patterns which are dispersed among many on the staff not centralized among a few;

honesty and affection in fun and confrontation where hidden agendas are brought into the open where they may be dealt with; and

broad, direct communications which encourage open expression of feelings and ideas. /

SUMMARY

The purpose of this presentation is to chronicle the progress of the Human Development Program toward its goals in the areas of Human Development Instruction and Staff Development. By itself, the Human Development Program has been a financially self-supporting venture according to these figures:

Income 1973-1975
Total credit hours generated   2055
Full-time equivalency   68.5
Cash generated   Total $75,350.00

Expenses 1973-1975
Salaries   60,050.00
Over-ride   6,000.00
                            Total   66,050.00
                            Balance   9,300.00

REFLECTIONS

In retrospect, my experience as Director of the Human Development Program at Colby Community College, has led me to several conclusions:

1. The use of human development courses independent of both student services and academic deans' control has paid for the overall program by generating dollars. This approach has also given the newly emerging function of personal identity education equal status with traditional student services and academic areas.

2. The interdisciplinary training program for Human Potentials classes has served as an excellent staff development tool and has provided highly competent instructors in a desperately needed area.

3. The collaborative staff development program has a better chance of meeting organization-wide needs than a program controlled by any one office. In particular, the APS Committee has demonstrated faculty are professionals capable of meeting their own needs.

4. Strong presidential support and direct access to his office are basic requirements for a campus-wide program. The whole program should be as voluntary as possible, also.

5. The future of the Human Development Program lies in the quality of leadership provided by all staff at Colby Community College. Such a future will continue to record Colby Community College's dedication to providing education to the residents of Northwest Kansas.

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PROFESSIONAL DEVELOPMENT AT
PRINCE GEORGE'S COMMUNITY COLLEGE

Peter F. Burnham
Maryland

Increased emphasis on staff development in the public two-year
college has led to a tremendous upswing in the interest of deans,
department chairmen, and faculty in programs which have been estab-
lished for some time and which may serve as models for other insti-
tutions. The efforts at Prince George's Community College in Largo,
Maryland, are not totally revolutionary, but they are noteworthy
primarily because they reflect the successes and the pitfalls of a
relatively "old" (17 years), traditionally structured institution
approaching staff-development in a more than token manner. Also,
Prince George's faculty are not contracted through collective bar-
gaining, and the program at this institution reflects a more
voluntary nature than might a formalized, contract-mandated system.
The efforts of the staff-development program at the College have
provided the initiators with some worthwhile lessons. The purpose
of this paper is to share some of these lessons and to suggest
future directions worth pursuing. Undoubtedly, the generalizability
of all of this is questionable, but many of the basic concepts
relating to staff-development in any higher education setting are
discussed here; hopefully there will be something valuable here
for all readers.

BACKGROUND

Historically, staff-development has been a relatively minor
issue in higher education. The typical assumption has always been
that, once hired, a professional in higher education has satis-
factorily met the necessary criteria for competent instruction.
Although practitioners have long been aware of the fallacy of this
belief, the only pressure toward development has been built into
the promotion/tenure process which emphasizes professional growth,
primarily through scholarly pursuits. This has been manifested in
the perennial "publish or perish" syndrome which might be con-
sidered, in some cases, a step farther away from the genuine develop-
ment needs of the professional.

The two-year college, however, has de-emphasized the need for,
although not the value of, this type of self-development. Instead,
the two-year college has been called euphamistically, "the teaching
institution," where the emphasis is on the quality of instruction,
not the number of published articles each faculty member can claim.

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At this College, the commitment to a "teaching" institution has enabled professional staff development to be an integral "Learning System" on campus. The Office of Instructional Development together with the Professional Development Committee of the Faculty Senate have been the chief conduits for the professional staff development learning system.

PROGRAM

A broad-based professional staff development program has been developed and modified in order to provide meaningful learning experiences for the professional college community. These efforts have been an attempt to meet the increasing demand in higher edu- cation for faculty, administrators, and professional support staff to keep abreast of the rapidly changing environments of post- secondary learning. The manifestation of this commitment can be perceived through an examination of the three-pronged staff develop- ment learning system which has been implemented.

From its inception, the program was developed to accomplish a very eclectic goal. The diversity of needs predicated a diversity in the program. First, general service workshops, seminars, and conferences were organized and implemented. These were directed at all professional staff since the topics were of general interest to the entire professional community. Secondly, specific area activities have been designed and implemented so that the specific needs of certain instructional and administrative areas could be met. And thirdly, individual professional development activities have been provided to enable any individual to improve his or her professional capacities according to the primary function of that individual on campus.

As an illustration of this diversity, programs in each of the three categories will be briefly described.

The general audience program included programs such as a three- day workshop which examined "Non-Traditional Approaches to Learning." This workshop attempted to provide faculty and administrators of any discipline with the tools for initiating, developing, and implement- ing a "non-traditional" learning strategy. The major goal of the workshop was to familiarize the participants with the process of formulating a unique approach to learning. The end result was the application of the general concepts to more specific proposals engendered in certain academic and administrative areas. To date, three of the plans developed at this workshop have been implemented.

Another general audience program included the first in a series of three mini-courses for staff development. This mini-course, "The Community College and the Law," provided professional staff with

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insight to the legal perameter within which the institution operates. Focus was placed on the three legal levels: the county, the state, and federal authority.

The other two mini-courses in this series were geared more to faculty interest. The second course, "Gaming Techniques in the Classroom" exposed teaching faculty to the theory and application of simulation/gaming as an instructional tool. The third mini-course which was geared to faculty and administrators alike was "Collective Bargaining: A Simulation Exercise." This program was developed to enable faculty and administrators to experience the process of collective negotiations in higher education. The experiential mode was used to give the participants a sense of the pressures and nuances of collective bargaining.

The specific interest thrust was promoted through the use of "area grants" whereby individual areas applied for professional development funds to underwrite the expense of a staff-development activity in their area. The Professional Development Committee has sponsored fourteen of these activities in the past two years. They included a Social Science Division goal-setting workshop; a human relations seminar in the Political Science/Geography department; a Proposal Writing workshop for administrators; an Affirmative Action Seminar for all Cost Center managers and a Field Supervisor Seminar for adjunct staff in the Allied Health programs, as well as numerous other specific discipline programs. Each of these activities received planning support from the college committee, and each accomplished its specific goals within the larger framework of overall college staff development.

The third thrust of staff development has been the support of individual staff development activities. Such programs include general skills development such as the provision of a mediated speed-reading course and support in the area of individual instructional development. The encouragement of extended time/released time projects has been a further illustration of the programs' attempt to meet specific staff development needs for specific individuals.

THE ALTERNATIVE INSTRUCTIONAL PATTERNS CURRICULUM

In order to give the college a professional and instructional development focus, the "AIP curriculum" was developed. Members of the Faculty Senate Professional Development Committee prepared a philosophical position paper entitled _Alternative Instructional Patterns_ (AIP). In essence AIP proposed that PGCC should strive to create an atmosphere conducive to the development of alternatives to traditional classroom education. AIP was approved by the Professional Development Committee, the Faculty Senate, and the President's Staff.

The Professional Development Committee sponsored a series of mini-courses dealing with a wide variety of topics. Participation in these activities was generally good, and participants evaluations were encouraging.

A list was compiled containing instructional topics of potential interest to the PGCC faculty and staff. This list became the heart of the Instructional Interest Matching Service (IIMS). At fall orientation, the Professional Development Committee surveyed the interests of individual members of the college staff, and then produced computer listings of those people with common interests. The instructional topics surveyed were neither well defined, mutually exclusive, nor all inclusive. Thus, the IIMS list represented a strong indication of some interests of many faculty members.

Thus, with an approved philosophy for Instructional Development, a proven method for accomplishing Professional Development, and a list of potential participants in the future Professional Development activities, two organizations, the Professional Development Committee and the Office of Instructional Development, have developed a coordinated program through which AIP can be implemented. The primary function of the Professional Development Committee is to prepare and conduct a coordinated series of educational activities dealing with considerations in instructional development and the various component parts of innovative educational packages. The function of the Office of Instructional Development is to assist the college community in the development, assembly, implementation, and evaluation of such packages.

DESIGN OF AIP CURRICULUM

The following pages demonstrate the "AIP Curriculum" Design.

CONCLUSION

In essence, the staff development "learning system" has met the following objectives:

1. To implement and institute effective means to determine students interests, needs, and level of academic skills.

The "students" in this sense are the professional staff members of the college. The diversity of programs offered have been created through identification of needs by survey and the perceptions of the committee as to the educational priorities of the institution.

2. To develop an instructional model that accommodates individual differences among students by providing a variety of ways to achieve an agreed on set of instructional objectives.

The eclectic nature of the staff development program has effectively provided optional models of learning for the participants. Lecture format, workshops, experiential learning, and individual assistance are all means which have been utilized.

3. Involve academic faculty and other staff members of the college in a cooperative effort to improve the instructional process.

Perhaps no other "learning system" on campus accomplishes this objective more than the professional development program. The interaction of faculty of all disciplines as well as administrators and other professional staff members illustrate the cooperative effort toward the improvement of instruction in its most effective form.

4. Provide a significant degree of instructional flexibility to make future growth and enrollment limitations in space requirement less traumatic to students and to faculty and less inhibiting to the instructional process.

The professional development program is integral in the examination of flexible systems for education. The program itself is a model for diversified education that makes optimal use of its resources.

5. Provide instructional option for faculty, staff, and students who want to participate in and contribute to the academic program of the college outside of the traditional self-contained classroom.

The program provides a coordinating center for the many non-traditional explorations of the faculty and staff. It is a creditable clearinghouse for innovation as well as a stimulant for change.

6. Make innovative instruction more attractive to the faculty, the staff, and the students of the college.

Again, the major goal of the program is to accomplish just this. The exposure to a variety of ideas has a direct spin-off effect on the implementation of innovative instructional strategies.

7. Provide alternative modes of professional growth and development for faculty and staff as an integral part of the learning process at the community college.

By definition, the professional development program provides alternative modes for professional growth. The program has been developed to enhance the professional stature of the community, and it has been very successful in achieving this objective.

In conclusion, the Staff Development "learning system" is one of the most important areas developed at Prince George's Community College. The future plans for its expansion are evidence of its growing credibility and success.

AIP 900

THE
INSTRUCTIONAL
DEVELOPMENT
PROCESS

AIP 910

ALTERNATIVE
DELIVERY
MODES

AIP 920

ALTERNATIVE
INSTRUCTIONAL
PACKAGES
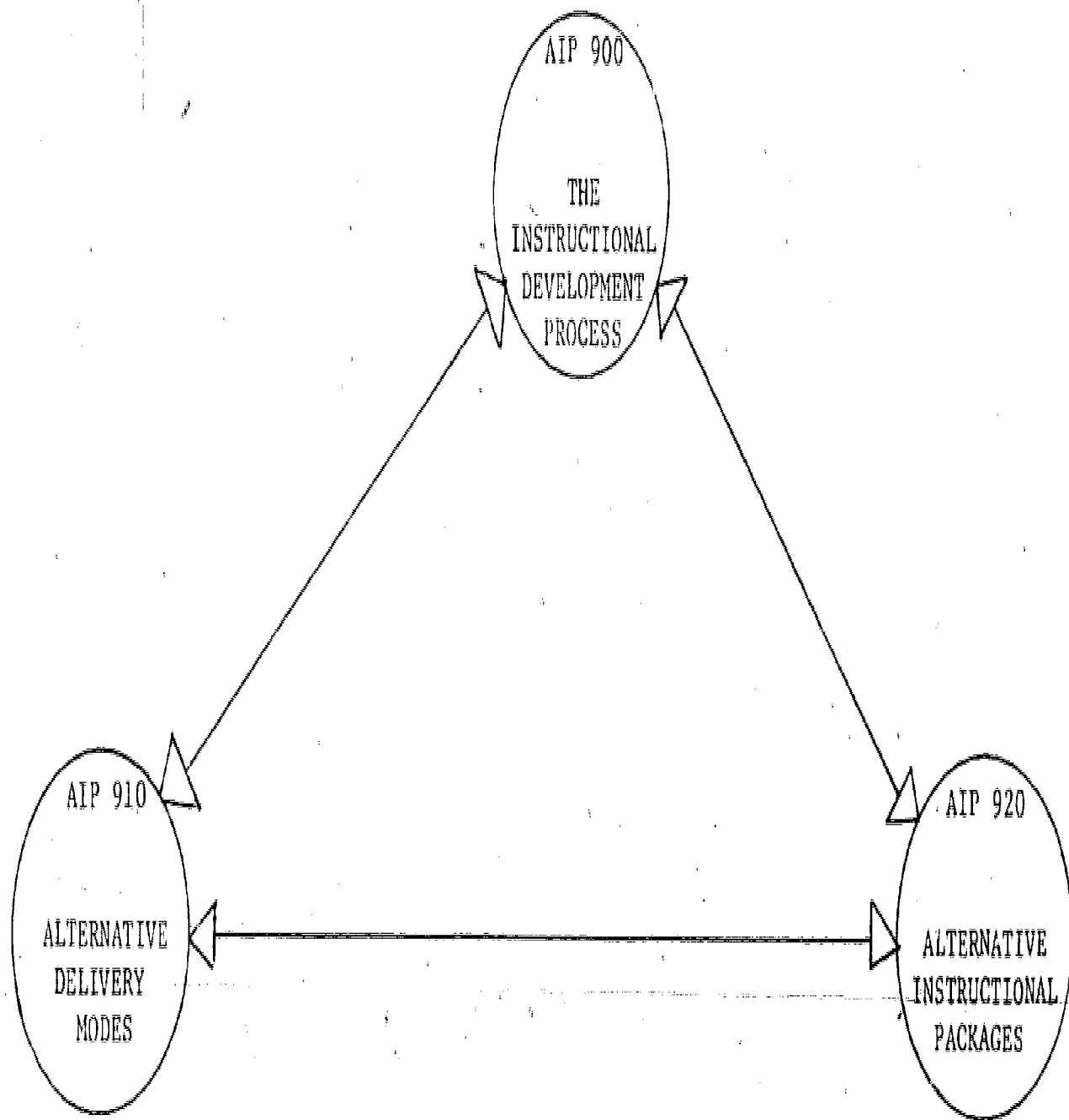
THE ALTERNATIVE INSTRUCTIONAL PATTERNS (AIP) CURRICULUM
THREE MAJOR AREAS OF FOCUS

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A Curriculum for Alternative Instructional Patterns (AIP)

Core Mini-Courses

AIP 900 - The Instructional Development Process is a collection of
mini-courses dealing with the basic tools, considerations,
and procedures involved in designing a new course/
curriculum/program or revising an existing course/
curriculum/program.

    AIP 900A - An Introduction to Instructional Development
is a course designed to give an overview of
the scope, considerations, and procedures of
Instructional Development.

    AIP 900B - Objectives is a course designed to demonstrate
the variety, versatility, and power of objectives
as an essential Instructional Development tool.
It is not a rigid course about behavioral
objectives, but rather of alternative types of
objectives and how they can work for you.

    AIP 900C - Needs Assessment is a course concerning various
factors which must be considered and assessed
before you start to design a new course or
revise an old one. These factors include the
needs of the students, college, and community
which must be dealt with while formulating
objectives and selecting instructional modes
and packages.

    AIP 900D - Development and Implementation is a how-to-do-it
course designed to illustrate as specifically
as possible the step-by-step procedures involved
in actually putting together and implementing
an Alternative Instructional Pattern.

    AIP 900E - Evaluation and Modification is concerned with
the requirement to evaluate an Alternative
Instructional Pattern during development,
during implementation, and continually there-
after. Such evaluations must measure not only
attainment of objectives, but satisfaction of
needs as well. Evaluations generally suggest
modifications which will need reevaluation and
lead into an unending cycle of fine tuning.
Through this process your Alternative Instruc-
tional Pattern can change with the times rather
than growing old and stagnant, and someday being
replaced by a new one.

A Curriculum for Alternative Instructional Patterns (AIP)

Elective Mini-Courses

AIP 910   Alternative Delivery Modes is a collection of mini-
           courses dealing with the various choices open to the
           instructor when selecting a method of instruction.

           AIP 910A - Individual Instruction

           AIP 910B - Small-group Instruction

           AIP 910C - Lecture-discussion

           AIP 910D - Media

           AIP 910E - Practical experience

AIP 920   Alternative Instructional Packages is a collection of
           mini-courses dealing with the various choices open to
           the department when designing a new course or revising
           an old one.

           AIP 920A - Self-pacing

           AIP 920B - Mini-courses and Modular Instruction

           AIP 920C - Contract grading

           AIP 920D - Combined courses

THE AIP CURRICULUM: COURSE BREAKDOWN

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+-----------------------------------------------------------+
|                      AIP  900                             |
|                                                           |
|      THE  INSTRUCTIONAL  DEVELOPMENT  PROCESS             |
|                                                           |
|              (CORE  MINI-COURSES)                         |
+-----------------------------------------------------------+
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| AIP 900A INTRODUCTION | AIP 900B OBJECTIVES | AIP 900C NEEDS ASSESSMENT | AIP 900D DEVELOPMENT AND IMPLEMENTATION | AIP 900E EVALUATION AND MODIFICATION |

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+-----------------------------------------------+
|                  AIP  910                     |
|                                               |
|       ALTERNATIVE  DELIVERY  MODES            |
|                                               |
|          (ELECTIVE  MINI-COURSES)             |
+-----------------------------------------------+
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| AIP 910A INDIVIDUAL INSTRUCTION | AIP 910B SMALL-GROUP INSTRUCTION | AIP 910C LECTURE-DISCUSSION | AIP 910D MEDIA | AIP 910E PRACTICAL EXPERIENCE |

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|                  AIP  920                       |
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|     ALTERNATIVE  INSTRUCTIONAL  PACKAGES        |
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|           (ELECTIVE  MINI-COURSES)              |
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| AIP 920A SELF-PACING | AIP 920B MINI-COURSES AND MODULAR INSTRUCTION | AIP 920C CONTRACT GRADING | AIP 920D COMBINED COURSES |

ADJUNCT FACULTY:
A WORKING SYSTEM OF DEVELOPMENT

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Maryland

I. Introduction

"Enrollment Increase: Biggest in a Decade." American higher
education appears to have experienced the largest one-year increase
in enrollment since the mid-sixties. Closer analysis of the
statistics indicates that two-year colleges reported an increase
of 19.3% (Chronicle of Higher Education, 1975). One solution to
the problems posed by such unexpected growth is increased reliance
on part-time faculty.

Recently, these individuals have been referred to as the "step-
children" of the two-year college (Bender and Brender, 1973). Adjunct
faculty comprise from 35% to 45% of the teachers in the two-year
colleges (Chronicle of Higher Education, 1975). Yet, they receive
virtually no systematic attention. Their courses are scheduled at
"off-times," they receive limited assistance with course development,
evaluation of their efforts is a haphazard process, and their access
to staff development is limited, at best. The adjunct faculty are
an often used yet little appreciated resource in today's two-year
college.

Beginning in 1972, Hagerstown Junior College (HJC), Hagerstown,
Maryland initiated a systematic program to realize the potential of
the college's adjunct faculty. The reasons for such actions were
obvious. A changing clientele, expanded evening and off-campus
programming, and an increase in the technological specialization of
program offerings necessitated improvement in the parity between
regular and adjunct faculty. Assessment after three years reveals
that the results have been worth the effort.

II. Program Objectives

Careful needs assessment produced three major objectives to be
met. First, the adjunct staff are, often, the primary contact which
students have with the college. Therefore, these individuals must
be sufficiently familiar with the college procedures to meet student
needs. Second, students who enroll in courses taught by adjunct
faculty have the right to expect instruction of equal quality with
that provided by regular faculty. So, the instructional system used
by the college needs to be extended to the adjunct faculty. Finally,
there must be a process of communication designed to identify and
deal with those idiosyncratic needs resulting from nearly forty

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individuals teaching over five hundred students. Each component of
the program is designed to realize a dimension of the objectives.

III.   Organization and Implementation
The system designed to develop adjunct faculty consists of four
parts: recruitment, input, processes, and output. These elements
will be described in detail later. They group together to become a
systems model closely paralleling the one described by Banathy (1968).
The college has found "systems" to be a productive approach to
instruction. The paradigm seems to be doing as well with Adjunct
Faculty development.

The college concentrates on locating the most qualified indi-
vidual available and improving his delivery capability. No procedures
exist to increase the subject-matter competency of the adjunct person.
It is assumed that the individual selected has expertise in a teaching
field.

Whenever staff development is discussed, the issue of cost
arises. In dealing with the regular faculty, a college must commit
resources to development. The adjunct program differs significantly.
The needs of the participants are such that they can be met with the
expenditure of minimal extra resources. The key to the cost dimension
of the program is creative application of previously committed
resources.

Finally, much discussion regarding staff development concerns
motivation. Regular faculty require a system emphasizing awareness
of the benefits for them inherent in participating in development
activities (Parsons, 1974). The same is not true for adjunct faculty.
Since these individuals teach because they want to, rather than to
make a living, they tend to be quite receptive to opportunities for
self-improvement. The challenge is to design a program that will
allow the widest possible participation.

IV. Components
The initial aspect of any system is recruitment of the partici-
pants. A national survey revealed that 67% of the institutions
surveyed (166) have no formal recruitment procedures for adjunct
faculty (Bender and Brender, 1973). HJC uses a procedure designed
to recruit the best available candidate. A committee screens appli-
cations and recommendations from faculty and staff. If no qualified
candidate emerges, media advertisement is used. The result has been
highly qualified applicants.

The screening committee reviews the applicants and recommends its
choices to the Dean of Instruction. After his review, if the candi-
date is acceptable, a contract is written. If the individual is not
accepted, the process begins again.

When an individual is employed, he is provided with several documents. The college has adopted a format for course outlines and the individual is given one for the course he is to teach. The text book and supportive materials are also provided. The person meets with the appropriate Division Chairperson and Associate Dean. A discussion takes place regarding the construction of the individual's outline. Particular attention is given to preparing course objectives, student evaluation, use of media, and classroom delivery techniques. The adjunct faculty member is expected to have an outline ready for the students when the class begins. If difficulty arises, the person requests the division chairperson for assistance.

The first phase of the input process, following recruitment, is providing the adjunct faculty member with the Adjunct Faculty Handbook. If the individual is to be of maximum benefit to himself, the students, and the institution, he must be conversant with college policies, regulations, and procedures. The handbook lowers anxiety levels, relieves college staff of the repetitive task of briefing each one, and provides each person with a ready reference when unanticipated questions arise. Bender and Hammons have identified an Adjunct Handbook as a critical incident in adjunct faculty development (Bender and Hammons, 1972). More importantly, seven semesters of adjunct faculty at HJC have unanimously praised the publication.

The second phase of the input process is the adjunct faculty workshop. Bender's national survey discovered that two-year colleges, generally, have no developed workshops tailored to meet the needs of adjunct faculty (Bender and Brender, 1973). At HJC, the workshop is traditionally conducted during the second week of classes. There are several recurrent goals for the workshop. First, those college personnel with whom the adjunct faculty member will work are introduced. The intent is to reduce the feeling of being a stranger and to foster communication. Second, questions regarding the Adjunct Handbook are answered. Usually, several unanticipated issues are raised. All adjunct personnel, as well as regular staff, benefit from the discussion. Finally, the division chairpersons meet with their adjunct faculty to clarify discipline questions and discuss divisional matters. The workshop attempts to initiate communication processes which will continue through the semester.

Hagerstown Junior College has developed several auxiliary services which are essential to a successful adjunct faculty program. These processes comprise the essence of college contact with the individual during the semester. Most of the adjunct faculty at HJC teach in the evening. The college established an evening coordinator role five years ago with each of the college's administrators performing the role several times each semester. The evening calendar is made available to the adjunct faculty. There are two reasons for so doing. First, if a problem arises, the individual knows who to contact. Second, if the individual desires to discuss something with a given administrator, he may plan accordingly. Another critical

auxiliary service is access to media. The college media center
remains open during the evening to make it possible for the adjunct
faculty to mediate instruction or to discuss ideas for special
assistance. Finally, the college, as part of its commitment to the
system approach to instruction, has developed a series of learning
centers. These centers remain open during the evening. The adjunct
faculty may refer students to them, integrate their services into
the instructional process, or discuss alternate approaches to
realizing course objectives with center personnel. Over the past
three years, major complaints from adjunct faculty have declined
appreciably. The foregoing services are cited as the reason when
adjunct faculty are surveyed.

Earier in this presentation reference was made to creative
application of previously committed resources. Each of the foregoing
components has a cost. Yet, the costs have been met by re-arranging
schedules in such a way that time is more efficiently used. There-
fore, a major staff development endeavor has been brought to fruition
with the commitmenet of minimal new resources.

The final aspect of the development system is evaluation of the
output. Bender and Hammons indicate that "Student evaluation or
other forms of institutional evaluations for part-time faculty are
seldom part of a planned program" (Bender and Hammons, 1972). HJC
adopted a dual evaluation system two years ago. Each adjunct
faculty member is evaluated the first time he teaches and annually
thereafter. The evaluation involves an objective/subjective student
evaluation, and an objective/subjective supervisor evaluation. The
results of the evaluation are tabulated and used in a conference
with the faculty member. The results are a major determinant in
whether the individual will continue to teach for the college. The
evaluation of output becomes input, and thereby, closes the loop in
the HJC adjunct faculty development system.

The HJC approach, including recruitment strategies, handbook,
workshop, auxiliary services and evaluation, provides a viable
adjunct faculty cadre for the college. Without the system, the
college would be unable to meet the needs of a clientele which is
expanding and changing in nature.

V. Conclusion
The program operating at Hagerstown Junior College is a dynamic
one. It grows and changes as the need arises. Only in this manner
can the college remain accountable to its ever changing clientele.

During the adjunct faculty workshop and during the conference
with each teacher, the question is asked "how can the college
improve its services to you?" During the fall semester, 1975 a sig-
nificant issue emerged. Many adjunct faculty requested the oppor-
tunity to meet together during the semester to discuss common
instructional concerns.

Beginning in the January, 1976 semester, an adjunct faculty
instructional clinic was initiated. It was organized by the college
administration but conducted by the faculty themselves. It met as
often as the group had material to discuss. Attendance was voluntary.
The result is expected to be a greater professionalization of the
adjunct faculty and improved instruction for the College.

In 1963 Kuhns stated "American junior colleges would be hard-
pressed to offer the wealth and variety of programs currently
available were it not for dedicated instruction provided by hundreds
of part-time faculty members" (Kuhns, 1963). The author chronicled
the problems faced by adjunct faculty. Hammons reviewed the status
of adjunct faculty development in 1974 noting that few colleges
systematically assist their adjunct personnel and suggests "... each
institution should consider the value of in-service activities
specifically designed for part-time staff" (Hammons, 1975). It
would seem that sufficient time has passed. The Hagerstown model
is not perfect but it has been effective in meeting the needs of
students and faculty. Christ, in a parable spoken nearly two thousand
years ago, stated that the laborer is worthy of his hire. Is not the
adjunct faculty member equally worthy of development?

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STAFF DEVELOPMENT AT
FOREST PARK COMMUNITY COLLEGE

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Staff development is a subject much like the proverbial baby,
motherhood, or the flag, hardly anyone opposes it, they simply
founder when a precision of definitions are required or better still
when action steps are required to implement staff development.

Recently I was in attendance at a staff development conference
and discovered that faculty development endeavors at a number of
colleges cover a wide range of piecemeal and fractionated efforts.
Most colleges and community colleges are just beginning systematic
and coordinated staff development (inclusive of classified, faculty,
and administrative personnel). There must be concerted effort, at
an institutional level, to implement ongoing staff development
programs.

There are several underlying assumptions in the implementation
and or systematizing of staff development and these assumptions
should be kept in mind.

One overriding assumption in the determination of staff develop-
ment programs is the necessity for institutional renewal and
regeneration. There is a natural process built in to all things,
whether social or physical, which tends toward disorganization,
dissipation, and disorder. This entropic phenomenon can be checked
through deliberative planning efforts.

Another assumption, which is closely akin to the first, is
that the college purpose and philosophy informs the kinds of staff
development programs to be undertaken. If the purpose of the insti-
tution of higher education is, as one district states, "to provide
convenient and accessible opportunities for diversified learning
experience, (in order) to assist all members of the community,
individually and collectively, to develop the best of their human
potential," then staff development should seek, in various ways,
to facilitate the accomplishment of those ends.

With the deceleration of growth of the community college move-
ment and retrenchment in all areas of higher education the emphasis
must be decidedly upon: what can be done with, to, and for the
staff to insure more effective and efficient use of resources?

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Who is to determine staff involvement? The question assumes
responsibility and accountability for staff development resides
primarily with somebody or a group of somebodies, i.e., a planning
arm for staff development. It, in essence, raises the basic issue
of institutional legitimacy. No plan for staff development will get
to first base if it is viewed as something imposed from the ethereal
regions of administrative fiat.

The staff development programs must have both sanction and
finance from top levels of administration and continuous input and
involvement in a very precise way. There should be clear definitions
and boundary - setting from all interested segments of staff. Since
the individual staff member knows best what he or she needs to know
and to do then, the instructor can identify the training needs he or
she really wants to meet in order to implement the changes in
instruction resulting from training, and use the evaluation as an
instrument for further development (Lefforge, 1971, p. 3).

The Saint Louis - Saint Louis County Junior College District
has provided some leadership in the area of financing research and
development projects. In a paper which pointed to eight years of
faculty generated research and development, Walter E. Hunter (pp.
57-68) listed what he believed, on the basis of data, to be the
results of those projects -

1.   significantly improved the learning climate in the
     districts' classrooms, lecture halls, and laboratories;

2.   helped the district rise to a prominent position among
     institutions of higher education;

3.   helped the district maintain the strong support of the
     total Saint Louis community;

4.   helped to maintain high faculty morale and low faculty
     turnover.

Although faculty development has theoretically been a high
priority in the Junior College movement and served to free faculty
to engage in the change process, there have been pitfalls in the
outlay of this "risk capital." Some of the pitfalls pointed out by
Hunter (pp. 60-61) are:

1.   some faculty members have not used Research and Develop-
     ment money wisely;

2.   some have applied for Research and Development money
     primarily to provide summer employment;

3.   some projects have been poorly designed and carried out;

4. some projects are misleading with respect to outcome;

5. the transferability of projects and the willingness to share the outcome of projects are less than desired;

6. some projects proposed are supported by too little research and prior consideration;

7. some projects have lost their first creative support and are now less viable.

These flaws won't easily go away but the benefits accruing from research and development outweigh the deficiencies.

Perhaps it may be necessary to free up a faculty (staff) member in charge of heresy ala Noel F. McInnis (1968, p. 45) of Kendall College, with wide faculty based support, to iron out flaws and more basically to encourage development from within faculty. Northwestern University psychologist Donald Campbell has called this, "the spirit of continuous, contagious, institutional experimentation" and is very desirable throughout higher education.

Centra (pp. 29-30) states that a number of faculty development models have been implemented at various community colleges. Several have emphasized student achievement of defined instructional objectives as the appropriate measure of teaching effectiveness. One model used at Golden West College (California) since 1967. A contract model-- whereby the individual teacher meets at the beginning of the year with divisional chairman and the academic dean (and perhaps an academic specialist) to discuss course objectives and techniques for validating student learning. Training in specifying and measuring objectives is also made available for the instructor, the initial meeting results in a 'contract' between the instructor and his dean and chairman. Specific written objectives are shared with students so that they too will know what is to be learned."

O'Banion (1973) makes the same kind of observation concerning staff developments central function as effective student learning and states that the success or failure of the community junior college in the 1980's rests on the same base as it did in 1970's - the quality of the teaching staff (emphasis mine).

If in the future the community college movement is to retain the character of being a place where the community, (all segments of the community), is served, then the persons responsible for further- ance of the community college mission must clearly grasp its mission and project its message throughout. Roger H. Garrison (1967) in a document on issues and problems in junior colleges called for various approaches to resolving some of the outstanding problems of junior college faculties, including: ·

The creation of patterns for special institutes, seminars,
and conferences for the continuing professional refreshment
and upgrading of faculty.

More effective dialogue among junior college faculties,
among faculty members in particular disciplines; between
teachers and administrators; between junior college and
four year institutions.

A faculty-staff development program would address all of these
issues head-on. Some methods suggested to be implemented were:
summer institutes, workshops, seminars, from four to six weeks,
where teachers in allied disciplines meet to study discuss, share
problems and materials of instruction, workshops for junior college
administrators; information clearinghouse, task forces dealing with
particular problems.

O'Banion (1973, p. 83) makes several assumptions, among others,
about the character of the community junior colleges and needs
informed by these characteristics. One of those assumptions - the
community junior college students are special kinds of students and
there is a great need for a number of community college staff
members who are especially qualified to serve these kinds of students
in these kinds of institutions. O'Banion states, "If the community
junior college is to grow in quality as it has quantity, if the needs
of minority groups are to be met, if the undereducated are to have
a second chance; if the needs of business, industry, and government
are to be provided for; if communities are to be given opportunities
for renewal and rehabilitation; if all human beings are to be given
opportunities to explore extended and experience their hopes and
dreams; then it is imperative that immediate and considerable
attention to be given to the educational needs of those who staff
'democracy's college'; For if the staff fails the college fails,
and if this college fails, this democracy will be obliged' out of
great travail to generate other institutions to accomplish the
proper work of the community junior college." (emphasis mine)

While it is imperative that universities and colleges must
provide preservice training for teachers, the greater weight and
need to retrain the ongoing existing college staff can only be met
by the establishing of good, highly systematic inservice programs.
Among the priorities for the 70's in the area of special programs
should be a staff development officer whose primary purpose would
be, "to develop and coordinate self development programs for staff
that lead to improved learning for students."

At Forest Park Community College we are attempting to systematize
staff development in a coherent and functional way meshing efforts
with the felt needs of individual staff.

The current and projected staff development programs and a short description follow:

1. CONFLUENT EDUCATION:

An approach to teaching and learning that places as much emphasis upon the affective correlates of the educational process as it does upon the cognitive process.

2. FACULTY FILM SERIES:

A series of requested films set up for staff preview for use.

3. STUDY SKILLS WORKSHOP:

An inservice seminar given through the divisional meetings which stresses teacher learner techniques in listening, note-taking, outlining, reading for meaning, and testing.

4. O.S.H.A. ORIENTATION FOR SUPERVISORS:

To acquaint supervisors with the Occupational Safety Health Act and institutional requirements in meeting said Act.

5. AFFIRMATIVE ACTION:

For divisional and department heads, supervisory personnel, and interested staff. Workshop will cover the definition of Affirmative Action; legal guidelines; consequences for not implementing Affirmative Action, authority within the institutions, etc.

6. EXTENDED TIME SEMINAR:

A day or two seminar focusing on staff development projects in a Kahedoscopic display carousel-like format. Smorgasbord demonstrations at various points of the projects developed by faculty with released-extended time monies.

7. EXTENDED-RELEASED TIME PROJECTS:

A collation and retrieval of data on all extended-released time projects developed by faculty since 1964. A cost to the district of over $200,000 in that period of time. These projects reflect individual and some program development projects and courses in all areas of the college.

8. FLANDERS ANALYSIS OF TEACHING METHODOLOGY:

Check-list of methods used by teachers; video-tape critique and evaluation of various teaching methods.

9. ORIENTATION:

New and returning faculty - weeklong meetings and seminars with new faculty covering such topics - Community College Student; Community, Instructional Programs, Instructional Resources. (Use of the Buddy System)

10. MANAGEMENT TRAINING SEMINAR:

A ten-week course in how to manage and communicate effectively; especially geared to management or supervisory personnel.

11. EMERGENCY MEDICAL TRAINING:

A medical "first-aid" training Program to acquaint supervisory personnel with the basic hurry cases in accidents, injuries, or sickness.

12. COMMUNITY AWARENESS PROGRAM:

An Ongoing Series of Programs involving staff, faculty, and administrators in active involvement and participation with community groups at the various community agencies and organizations.

13. TEACHER EFFECTIVENESS TRAINING:

A series of seminars which focuses on teacher communication and listening skills. The process involves problem recognition and discrimination, a no-lose resolution of conflict, and a wholesome appreciation of the needs, both of one self and others.

14. LEARNING THRU DISCUSSION:

A staff development workshop utilizing methodologies for effective discussion of material presented. Key ideas and themes and their identification and elaboration.

15. STUDENT-FACULTY RAPS:

An ongoing series of informal meetings between students and faculty (and administrators) to increase reciprocal communication and visibility of students and faculty and at same time reduce institutional alienation and estrangement.

16. MEDIA-RESOURCES WORKSHOP:

A series of workshops utilizing the Instructional Resource area staff in interaction with faculty.

Objective: To maximize faculty knowledge and use of audio-visual materials and development of instructional packets for greater individualization of learning.

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VOCATIONAL EDUCATION/BUSINESS INTERFACE
IN NEBRASKA

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Nebraska

The project which this paper reviews was funded under the pro-
visions of Part F, Section 553, of the Educational Professions
Development Act. The purpose of the project was to develop and
pilot test a model business community/vocational educational inter-
face program. This purpose is consistent with an emerging emphasis
upon business/educational exchange supported by the Nebraska State
Board of Vocational Education.

The central focus of postsecondary vocational technical edu-
cation is to provide learning experiences for students which are
responsive to the problems people face in finding the right jobs and
advancing within them. Rapidly-changing industry demands that stu-
dents are trained in the most current technological techniques. In
order for vocational technical education to be responsive to this
need, the business community and vocational educators must work
together in the designing of technologically current student learning
experiences. A process-oriented business community/vocational edu-
cation interface program model was developed and pilot tested for
the purpose of improving postsecondary vocational technical education.

Southeast Community College is a public supported two-year area
institution serving 15 counties in Southeast Nebraska. The College
area encompasses approximately 10,000 square miles and has a popu-
lation of over 343,000. The College is a multi-campus institution
with campuses at Fairbury, Lincoln and Milford. Milford formerly
was a state technical college serving the state of Nebraska.

The total student population of Southeast Community College -
Milford Campus, now 750 full-time students, will benefit as will the
ten to twenty faculty participants share knowledge gained with their
colleagues to validate curriculum or recommend changes. The majority
of students attending Milford Campus are from southeastern Nebraska
and are employed by businesses in the same area; therefore we con-
centrated on selected businesses in southeastern Nebraska.

This method of validating or changing instructional content,
methods and equipment was selected because it allows person-to-person
interface between the instructors, who train the students, and the
students' future employer. For educators, it provides hands-on
experience with the latest equipment and technologies used in his

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industry. These interfaces take place in both the industrial and instructional settings.

The Objectives of the Vocational Education/Business Interface are as follows:

A. This program model will allow participants from the teaching faculty

  1. to participate in on-site industrial visitation and work-related activities;

  2. to identify current and emerging technologies in the business community;

  3. to share learning experiences with departmental colleagues;

  4. to assess with colleagues the technological currency of the departmental curriculum;

  5. to validate present curriculum or recommend changes to incorporate current and emerging technologies into the curriculum;

  6. to assure that technologically current student learning experiences are part of the departmental curriculum

B. This program model will allow participants from the business community

  1. to communicate directly with the instructional staff;

  2. to recommend changes for improving instructional content, methods and/or equipment;

  3. to directly interact with students in an instructional setting.

Note: The Milford Campus currently has 300 people from business and industry serving as advisory committee members. These people are quite active in assisting the Milford Campus in review of general curriculum and instructional procedures. Each advisory committee meets formally once a year and then is available to consult with instructors at various other times.

The utilization of people from the business community pursuant to this proposal would be above and beyond what we normally expect from advisory committee members. That is, we would expect people from business and industry working with us under this grant would provide us with in-depth criticism and/or assistance regarding specific phases of a given program. The in-depth kind of participation we are expecting from these

people goes far beyond the kind of general program assistance
we are currently getting from our advisory committees.

C. This program model will allow participants from the Student
    Services and Placement Office

    1. to compare the industrial model of employee activities and
        services with the collegiate model in an effort to;

        a. develop a more satisfactory model for vocational-
            technical students;
        b. reduce student attrition through increased student
            involvement in institutional activities;

    2. to compare industrial systems of personnel records manage-
        ment, maintenance and storage;

    3. to investigate possibilities of improved placement procedures;

    4. to examine the industrial setting with the goal of developing
        instructional and/or counseling techniques for assisting the
        graduate to make a rapid and successful transition from the
        student role to that of employee.

D. This program model will determine the success or failure of cer-
    tain time/interface options in the program model of vocational
    education/business interface.

The Nebraska State Board of Vocational Education has recognized the
emerging trends of state and national vocational technical education
toward educational/industrial exchanges. The Educational Professions
Development Act has given a high priority to this type of activity.
This type of program had not been tried in Nebraska prior to this
field test of the program model.

At the conclusion of the program, recommendations were made to the
Nebraska State Board of Vocational Education as to the success or
failure of the model, and which time/ interface options were most
successful. The model may be recommended regionally, statewide, or
nationally as a method of improving postsecondary vocational tech-
nical education.

The planning and development committee considered and analyzed the
following alternatives for meeting the stated objectives:

A. Alternative I - Reading

    Reading professional educational and industrial literature on an
    individual basis is a method to make instructors aware of current
    and emerging technologies. To establish an extensive research
    and current-technologies library in all subject fields in the

curriculum would be the major cost.   Estimated cost -
$125,000.00

B.   Alternative II - Educational

Each instructional staff member could take one or more pro-
fessional courses at a college or university.
Estimated cost - $7,500.00

C.   Alternative III - Interface with industry

On-site business and industry observation, simulation, hands-on
experience and return of industrial consultants to the Milford
Campus will allow personal interaction and hands-on experiences
which neither of the other alternatives provide.
Estimated cost - $10,000.00

Before the project beginning date of March 1, 1975, the following
preplanning activities took place:

A.   Descriptive brochure will be prepared and distributed to the
Milford Campus faculty and business and industry to explain
the program;

B.   Participants from the faculty were selected;

C.   Business and industrial concerns willing to participate were
selected;

D.   An informal contract between the College and participating
businesses and industries was written to clarify mutual
expectations;

E.   Each department and business concern agreed with the Project
Director on one or several time/interface options to be tested;

F.   Pre-test and post-test attitudinal instruments were designed;

G.   Pre-tests were administered by the Project Director;

H.   Arrangements were made for substitute instructors.

The combined effort of Southeast Community College - Milford Campus,
selected businesses and industries and the Educational Professions
Development Act as administered in the State of Nebraska through the
Nebraska State Board of Education were needed to carry out this
program.

A.   The EPDA funds provided:

1.   necessary instructors who assumed regular classroom duties
while teaching faculty were off-campus;

2. honoraria and travel expenses for industrial consultants to and from the College;

3. travel expenses for educators to and from businesses and industries;

4. design of evaluative instrumentation;

5. office and instructional supplies.

B. The Southeast Community College - Milford Campus funds provided:

1. Project Director at 15% released time

2. Secretarial services at 25% released time

3. Media Production assistance as needed

4. Educational participants maintained at usual salary

5. Employee benefits and services

6. Indirect costs

7. Meeting and instructional facilities

8. Instructional equipment

C. The selected business and industry concerns provided:

1. Business and industrial consultants to visit the Milford Campus

2. Personnel, facilities, equipment and resources for the educator in industry.

D. During the terminal evaluation phase cross-analysis of results among the occupational departments was made to determine potential areas for greater inter-departmental cooperation.

The formal program - began on March 1, 1975, and consisted of the following activities:

Planning Procedures

Five areas within the Milford Campus (Manufacturing and Fabrications Occupations, Construction Occupations, Electrical and Electronic Occupations, Business Occupations and Student Services) received favorable responses from the business community concerning the concepts of this program. Each of these five areas conducted its own interface with its appropriate industry and assessed its own department curriculum.

Each of the five occupational department chairmen in the program deter-
mined with the selected faculty and business participant the best and
most appropriate time/interface options for them. (See explanation in
Part B below). The Project Director gave final approval to guarantee
a minimum of five different time/interface options to be tested. A
maximum total of fifty working days for all tests was allowed for edu-
cators to visit industry, and fifty working days for all tests was
allowed for industrial consultants to visit the Milford Campus.

Time/Interface Options - (Part B)

To assure maximum flexibility of field tests, several options concern-
ing length of time and type of interface have been developed. Each
academic department worked with the Project Director and the specific
business or industry to determine the most advantageous combination
of options. A minimum of five different options was tested during the
program.

Options may include:

1. instructor visits one industry for two weeks
2. one instructor visits several industries for one or two days
   each
3. several instructors may visit one or more industries for
   one to five days
4. one industrial consultant may visit the Milford Campus for
   two weeks
5. several consultants from several different businesses and
   industries may spend one to three days at the Milford Campus
6. several consultants from one business or industry may visit
   the Milford Campus at once for one or more days

Departmental Procedure

Each of the five departments proceeded with their field test inde-
pendently from and concurrent with each other department test.

Visitation Phase

A. The selected instructor(s) travel to the industry site and begin
   assimilating into the corporate structure. They may attend meet-
   ings, and seminars, take tours, perform mechanical functions, study
   problems and otherwise learn how the industry is functioning and
   what the latest technological innovations are in use there. They
   discuss their role as an educator as appropriate. They seek advice
   from employees and managers as appropriate concerning the optimal
   student training requirements for that industry. Depending on
   the time/interface option chosen, they may remain at that one
   industry for two weeks for in-depth study, or repeat the process
   in several industries for a few days each. The educators record
   observations in writing or via audio and photographic equipment.

They return to the Milford Campus to discuss experiences with departmental colleagues.

B. The selected industrial and business consultant(s) for each department travel to the Milford Campus. They tour the physical facilities, meet with the academic department chairman and faculty, discuss educational philosophy, goals and objectives in relation to industrial needs and latest technological advances. They may choose to present lectures, conduct seminars or otherwise interact directly with the students, sharing his industrial expertise. These presentations may be recorded with photographic, audio and/or video equipment by the Media Production staff of the Milford Campus for future use as instruction, or in final evaluation of the program.

Curriculum Assessment and Validation Phase

In a series of in-depth meetings, the faculty of each department critically evaluate the contents, instructional methods and equipment of the current curriculum in relation to the experiences of the faculty and industrial participants.

Recommendations for improvement in content, methods or equipment, or validation of current practices, are made in writing to the Coordinators of Instruction. Approval and prioritization of changes are made by the Campus Director.

Program Model Evaluation Phase

Each instructor who participates completes the post-test which is administered by the Project Director. The Project Director also administers the post-test survey to students on the Milford Campus. The Project Director synthesizes the results of the attitudinal surveys completed by instructors and students into one data compilation.

Evaluation Procedures

The Project Director brings together the individual department evaluations. He discusses the results with the Campus Director and department chairmen.

As a group recommendations are made concerning the value of the program model and the suggested implementation statewide for postsecondary vocational technical education. The final report is written and disseminated.

Industrial Experience

An integral part of the program is the industrial experience gained by the educators. The on-site experiences allow each one to learn current and future work-related skills wanted by the employers in his special business or industrial field. This information is then discussed with other instructors in the same occupational department toward the goal of improving the curriculum in that subject or service.

The industrial consultants discuss current and future technologies in his special subject field with the instructional faculty. In addition they may directly interact with the students in the classroom setting to teach a special skill or technique.

Institutional Change

Southeast Community College - Milford Campus, is committed to periodic assessment of technological currentness of its curricula and will implement the successful program model.

The Project Director was selected primarily because of his position as Coordinator of Instruction, extensive industrial and vocational educational experience, and work with industrial consultants.

The educational and industrial participants are selected by each occupational department based on the established criteria.

Criteria for Eligibility of Participants:

A. Milford Campus participants must be

1. currently teaching in an occupational department or serving in the Student Services and Placement Office at Southeast Community College - Milford Campus;

2. willing to participate;

3. personable;

4. capable of communicating learned experiences with colleagues;

5. capable of critically assessing departmental curriculum;

6. selected by Project Director, Campus Director and department chairmen

B. Industrial participants must be

   1. selected by employer;

   2. currently employed;

   3. willing to participate;

   4. in possession of background skills and knowledge in a subject specialty as required by the occupational departments for their program of interface.

Participant Involvement:

A. Community & Industry

Businesses and industries in eastern and southeastern Nebraska are the primary non-school participants in the model. Instructors will spend time in industry, and industrialists will spend time on the Milford Campus, both toward the goal of assessing the technological currentness of the curriculum.

B. Instructors

All teaching faculty and Student Services staff were involved in the program, either as a direct participant who visits industry, or as part of the curriculum assessment team.

Planning for the program was done with the involvement of the Campus Director, Coordinator of Instruction (Project Director), and department chairmen.

C. Students

Validating or improving the curriculum for technological currency will benefit the students as they receive the best education and training demanded by our local industries.

Students evaluated the learning experiences received with the industrial consultants in the instructional setting.

The vocational education/business interface program was staffed to provide for a satisfactory effective experience.

A. Program Director - (15% released time)

B. Program Director's Responsibilities

   1. prepare and distribute brochure

coordinate department chairmen to

a. update program options and objectives
b. contact industries
c. select educational participants
d. specify time/interface options tested in each department

provide instrumentation

submit instrumentation to panel review for revision or
acceptance. (Panel will consist of Project Director,
Campus Director, and two non-participating educators.)

(2) Campus Director

monitor the interface to assure compliance with stated
objectives and procedures

administer post-tests

analyze test results

prepare quarterly and final reports

10. prepare financial and other reports as required by federal
compliance regulations

c. Part-time teaching staff:

Substitute vocational instructors are brought in as needed and
appropriate to assume instructional duties while instructors
visit industry. This project does not intend to make extensive
use of substitute instructors. Substitutes will only be used
in cases where the student's educational program would be
adversely effected if one was not hired.

b. Participants - Consultants

Industrial consultants were on campus for approximately 50-60
days. After consulting with the selected business participants,
each of five department chairmen recommended one or several
time/interface options to be tested with his department to the
Project Director. Industrial consultants spend no less than
one working day and no more than ten working days on the Milford
campus for any one time/interface option.

c. Participants

Student services personnel or instructional staff members visited
industries for approximately 60 days total for all tests. After
time/interface options were selected for each department by the
Project Director, specific daily scheduling was done.

Participants spend no less than one working day and no more than ten working days in an industry or business for any one time/interface option.

Physical Facilities

The entire Milford Campus, consisting of the main classroom building, Welsh Student Center, two dormitories and various supplementary equipment storage areas were made available to participants of the Program as needed. Classrooms, laboratories and equipment valued at nearly $7 million are part of the existing instructional program, and are fully accessible to participants.

Library Facilities

Approximately 3,000 volumes of reference books in technical and trade fields are housed in small departmental libraries and the Learning Resource Center. All materials and library facilities are fully accessible to all participants.

Assessment and Evaluation

The project evaluation system is designed to concentrate on the collection of formative data collected in two ways: while testing components during the developmental cycle and terminally while testing the program model during a bonafide test. Evaluation beyond the pilot test or at the summative stage will be applicable to a field test involving different personnel than those involved in the pilot or initial development of the model.

Evaluative instrumentation were developed to pre- and post-test the attitudes of the instructional faculty and Student Services staff toward the technological currency of the present curricula or service. The pre-test is a self-assessment of personal teaching content, methods, and equipment, as well as an assessment of the departmental curriculum. The Student Services pre-test self assesses procedures and services. All pre-tests indicate expected outcomes of the program participation.

The post-tests are a self-assessment of what was learned from the program, and how the knowledge gained will be incorporated into personal teaching strategies and departmental curricula as a whole.

A third test assesses the attitudes of the students toward the learning experiences provided by industrial consultants in the instructional setting.

The Project Director monitors the models in sequence to assure
that totally unsuccessful time/interface options are not repeated
in later tests.

During terminal program evaluation, the Project Director assimilates
pre- and post-test instruments into a composite assessment of ful-
fillment of program objectives.

VOCATIONAL EDUCATION/BUSINESS INTERFACE

Budget

		Budgeted	
A. Direct Costs		Part F	Local
1.	Director	$ 500.00	$1900.00
2.	Assistant Director	N/A	N/A
3.	Secretarial and Clerical	0.00	1125.00
4.	Full-time Instructors	N/A	N/A
5.	Part-time Instructors	600.00	0.00
6.	SUBTOTAL FOR SALARIES (Sum of lines 1-5)	$1100.00	$3025.00
B. Other Direct Costs			
7.	Employee Services and Benefits	0.00	177.00
8.	Employee Travel	N/A	N/A
9.	Office Supplies, Duplicating, Publicity, Communications	250.00	100.00
10.	Instructional Supplies, etc.	58.93	0.00
11.	Lectures and/or Consultants	3150.00	0.00
12.	Consultant and Participant Travel	1600.00	0.00
13.	Evaluation	380.00	200.00
14.	SUBTOTAL FOR OTHER DIRECT COSTS (Sum of lines 7-13)	5438.93	477.00
15.	TOTAL DIRECT COSTS (Sum of lines 6 and 14)	$6538.93	$3502.00
C. Other			
16.	Total Stipend Support	1100.00	0.00
17.	TOTAL DIRECT AND STIPEND COSTS (Sum of lines 15 and 16)	7638.93	3502.00
18.	Indirect Costs	0.00	380.00
19.	GRAND TOTAL (Sum of lines 17 and 18)	$7638.93	$3882.00

Budget Notes

Budget
Line Item   Explanation

1. DIRECTOR   15% of regular duties to serve as
                                   Project Director.

3. SECRETARIAL AND   25% released time will be allowed for
   CLERICAL   secretarial assistance.

5. PART-TIME INSTRUCTORS   Substitute instructors for a maximum of
                                   50 class days while educational partici-
                                   pants are actively involved in the
                                   program @ $25.00/day.

7. EMPLOYEE SERVICES   Social Security payments for director
   AND BENEFITS   and secretarial personnel.

9. OFFICE SUPPLIES,   Brochure and final report. Miscellaneous
   DUPLICATING, PUBLICITY,   supplies.
   COMMUNICATIONS

10. INSTRUCTIONAL   Development of photographic film to record
    SUPPLIES   program and assist in evaluation.
                                   Reference materials in professional
                                   education and trade fields.

11. CONSULTANTS   Honorarium for businessmen @ $50.00/day
                                   to cover all expenses except travel.

12. CONSULTANT AND   Travel expenses for industrial consultants
    PARTICIPANT   to come to the Milford Campus, and
    TRAVEL   participants to go to businesses and
                                   industries.

13. EVALUATION   Design of instrumentation for pre-test
                                   and post-tests.

16. STIPEND   Expenses to cover food and lodging
                                   expenses for participants during a
                                   business or industrial visit at a
                                   maximum of $21.00 per day.

17. INDIRECT COSTS   Overhead calculated at approximately
                                   5% funding level.

EVALUATION AND FINAL REPORT

This portion of the paper contains the evaluation and final report of the Vocational Education/Business Interface project. A segment of the project was evaluated by a person not associated with the College and also undertook the assignment of writing the final report.

Not all of the evaluation and final report are reproduced here. The author will furnish additional information regarding the evaluation results upon request.

FINAL PROJECT REPORT
VOCATIONAL EDUCATION/BUSINESS INTERFACE IN NEBRASKA

I. GOALS AND OBJECTIVES OF THE PROJECT

A. Overall Purpose of Project

This project was funded under the provisions of Part F, Section 553, of the Educational Professional Development Act. The purpose of the project is to develop and pilot test a model business community/ vocational educational interface program. This purpose is consistent with an emerging emphasis upon business/educational exchange supported by the Nebraska State Board of Vocational Education.

B. Objectives of the Project

The objectives of the program to be developed and pilot tested were stated in the original proposal as follows:

1. This program model will allow participants from the teach-ing faculty of the Milford Campus of Southeast Community College:
    a. to participate in on-site industrial visitations and work-related activities;
    b. to identify current and emerging technologies in the business community;
    c. to share learning experiences with departmental colleagues;
    d. to assess with colleagues the technological currency of the departmental curriculum;
    e. to validate present curriculum or recommend changes to incorporate current and emerging technologies into the curriculum;
    f. to assure that technologically current student learning experiences are part of the departmental curriculum.

2. The program model will allow participants from the
   business community:
   a. to communicate directly with the instructional staff;
   b. to recommend changes for improving instructional
      content, methods, and/or equipment;
   c. to directly interact with students in an instructional
      setting.

3. The program model will allow participants from the Student
   Services and Placement Office:
   a. to compare the industrial model of employee activities
      and service with the collegiate model in an effort to
      --develop a more satisfactory model for vocational-
        technical students
      --reduce student attrition through increased student
        involvement in institutional activities
   b. to compare industrial systems of personnel records
      management, maintenance, and storage;
   c. to investigate possibilities of improved placement
      procedures;
   d. to examine the industrial setting with the goal of
      developing instructional and/or counseling techniques
      for assisting the graduate to make a rapid and
      successful transition from the student role to that
      of employee.

4. The program model will determine the success or failure
   of certain time/interface options in the program model of
   vocational education/business interface.

II. EVALUATION OF THE PROGRAM MODEL.

The administration of the project contracted with Carl Spencer,
Director of Career Education in the Lincoln Public Schools, to
write the final report for the project, including an evaluation.
The evaluator made four trips to the Milford Campus, interviewed
the project administrators on four occasions, reviewed and
summarized the results of two data collection instruments pre-
pared and administrated by the project staff, analyzed the
reuslts obtained from a third instrument which he himself pre-
pared, interviewed department heads, reviewed and analyzed
project records, prepared and implemented an overall evaluation
plan, and p. red a final report for the project.

The evaluation plan focused on five major questions. For each
question, data-collection procedures were specified. A summary
of this plan follows:

EVALUATION PLAN

Evaluation Question 1

Was a model process oriented business community/vocational education interface program developed?

    Techniques:

    Describe the model using data from (a) project document, (b) interview the project management and campus staff, (c) program materials.

Evaluation Question 2

Was the model pilot tested: (1) Did interface events occur in all 6 intended areas? (2) Were at least 5 different time-interface options tried? (3) What problems were associated with the pilot testing?

    Techniques:

    Describe the pilot test using data from (a) project document (b) interviews with project management and campus staff (c) program materials (d) analysis of interface events.

Evaluation Question 3

To what extent were intended outcomes achieved for staff, students, and curriculum/school program?
(1)   To what extent did campus staff identify current and emerging technologies of business community?
(2)   To what extent did campus staff assess their current curriculum in terms of current and emerging technologies?
(3)   To what extent have changes been made which incorporate current and emerging technologies into curriculum as a result of this program?
(4)   To what extent have staff members changed their attitudes and perceptions about the contribution such a program can make to curriculum and instruction?
(5)   Is there evidence of greater or lesser success associated with any of the interface options?

    Techniques:

    Evaluate the achievement intended outcomes by analysis of data collected from (a) Pre-Post Attitude Test (b) Survey of Staff for Effects on Curriculum (c) Student Evaluations of Interface Events (d) interviews with project management and campus staff.

Evaluation Question 4

What program elements are now being used as a result of
this project, and what other program changes have been
made which may have been influenced by this project?

Techniques:

Describe elements installed and program changes
associated with project using data from (a) project
document (b) interviews with project management and
campus staff and (c) survey of staff

Evaluation Question 5

Was the project administered efficiently and effectively?
(1) Is there evidence of data-based planning and
     decision-making?
(2) Were plans carried out in timely and efficient
     manner?
(3) Was management flexible in making use of progress
     data collected during development and pilot testing
     of model?
(4) Was documentation and reporting adequate?
(5) Was fiscal management responsible?

Techniques:

Describe project management using data from (a) pro-
ject document (b) interview with project management
and campus staff (c) project records (d) interview
with program officer in Nebraska State Department of
Education

EVALUATION CONCLUSIONS

From the above evidence it seems possible to reach the following
conclusions:

1. The program was a success in that immediate and long-range
    benefits were evident.

    Responses of both students and instructors make clear that the
    program made possible better instruction. Some of this instruction
    was furnished directly by the consultant. Some of it came less
    directly through the improvement and validation of curriculum and
    instructional techniques.

There is some evidence for long-range change in curriculum due
at least in part to this program. Fourteen instructors identified
specific benefits of the program in the long-range planning for
their courses, even though they were not cued directly to tie
those long-range improvements to this program.

2. Most of the program objectives were achieved.

A large number of program objectives were specified in the project
document. Most of them were partially or fully achieved, at least
with certain departments.

Obviously the program resulted in little benefit to the Electrical
and Electronic Department, for they did not participate in it.
Likewise it was evidently of little assistance to the Student
Services Department, for there was little participation, and the
one recorded evaluation states that the staff member doubts that
the administration would support the necessary expansion of stu-
dent services he feels necessary to bring about real improvement
in the student services program.

None of the objectives were unrealistic, however, and it was not
necessary to change the objectives during the course of the
pilot study of the program.

3. Only the most simple of the interface options were used.

Almost all of the interfaces involved short-term consulting type
relationships either on or off campus. On campus events were
usually accompanied by the consultant making presentations to
students. Off campus events were often training events scheduled
by businesses or industries. Commercial Art program made con-
siderable use of field trips. But only one or two events
scheduled interfaces on a large scale between larger numbers of
consultants and staff members. In no case did an actual inter-
change take place in which employee and staff member changed
positions for a meaningful period of time. In the opinion of
the evaluator, those more complex events remain viable possi-
bilities, but considerable additional advanced planning must
take place if they are to become reality.

4. Participation by staff members was less than hoped for.

Only about one-half of the staff members were involved in the pro-
gram; in only about 20% of the cases are long-range effects
easily identified; and it has already been mentioned that most
of the action took place in three departments, with one not
participating at all, and another participating only on a very
limited scale.

Discussion of the conclusions

The pilot of the program was a success, although a somewhat limited
one. A number of factors may be identified which contribute to this
limitation.

1. The amount of time was insufficient. Such a program should run
   at least a year.

2. Additional leadership was necessary in making departmental plans,
   both to encourage greater participation, and to fasten down the
   long-range outcomes for the interfaces.

3. Staff concerns about finding ways to provide for classes while
   they are gone are legitimate, although sometimes convenient
   excuse for not participating in off-campus activities.

4. Since the programs at Milford are well developed, it is not
   always easy to identify places for the staff to learn something
   new. In many cases the Milford program represents the leadership
   in the area rather than a necessity to improve.

Recommendations by the Evaluator

1. A longer time period should be used, and the start-up should be
   concurrent with the customary time for curriculum planning in
   the institution in order to tie into long-range plans for
   curriculum improvement.

2. Such a program should be considered a part of the long-range
   and on-going program of curriculum improvement. Leadership must
   be given to departments and instructors to help them plan for
   use of interchange experiences as a part of improving curriculum
   and instruction. It should be tied in to other plans for
   assessing needs and outcomes of curriculum and planning for
   changes.

3. Added incentives may have to be provided for staff to encourage
   them to participate. This incentive could be in the form of
   direct payments, or more likely, in the form of a required or
   alternative professional growth activity negotiated in the pro-
   cess of a regular appraisal session between management and
   staff. Then too, simply giving attention to staff members willing
   to work on planning and implementing an interface event provides
   incentive for many staff members. Additional incentive may be
   provided by recognition of events and their benefits through
   communication at staff meetings, etc. Perhaps a period of
   sabbatical leave will be necessary to fully implement the
   exchange concept.

4. Finally, although some consultants were paid for their contri-
    butions during the pilot study, it seems unwise to set such a
    precedent. Consultants should be paid only if they are other-
    wise not employed during the time of their visit. Further
    investigation should be made of employer's attitudes about their
    consultants visiting the campus on company time, and about staff
    members "invading" a business without paying a fee to observe
    and update skills.

III. SIGNIFICANCE OF THIS PROJECT FOR OTHER INSTITUTIONS

Direct interaction between vocational instructors and the work-
related experiences for which they are preparing students is a
growing trend in vocational education. The model developed at
the Milford Campus is a viable example of that type of program.
The model should be further tested at Milford. At the same time
it should be used by other institutions as a staff development
and program development program.

The model is simple to understand and implement. Results of the
pilot study should be disseminated by the State Department of
Education to other vocational preparation institutions, including
high school programs. Those who are interested might proceed
directly from the materials prepared for the Milford project.
A workshop, using Milford staff, might be sponsored by the State
Department if interest warrants. Further EPDA grants should be
given for development and implementation of this program concept.

STAFF DEVELOPMENT IN A MEDIUM-SIZED COLLEGE*[1]

Harmon B. Pierce
New Jersey

In his book on the applications of the systems approach to the community college, Barbee outlines seven basic tenets in systems planning. These tenets are:[2]

1. Statement of Objectives
2. Delineation of Constraints
3. Establishment of Measures of Effectiveness
4. Synthesis of Alternate Solutions
5. Establishment of Cost Elements
6. Cost Effectiveness Analysis to Establish Trade-Offs
7. Continuing Evaluation and Feedback

Burlington County College, a comprehensive public community college, is committed to systematic instructional planning based on tenets similar to those outlined by Barbee. Its process consists of the following steps:

1. Make a philosophical institutional commitment to faculty development.
2. Establish the major goals and objectives of the program.
3. Establish cost elements for objectives and views with regard to overall college goals and budget.
4. Reassess objectives in view of constraints and synthesize alternate objectives.
5. Select feasible compromise objectives for each fiscal year.
6. Evaluate the total program at the completion of each annual cycle.
7. Base further program decisions on evaluative feedback.

This process mandates instructional technology systems (ITS) in their broadest sense must be understood by the faculty, and a commitment toward implementation must be developed. Instructional technology systems mean more than utilization of such media as the computer, videotapes, and audio-tutorial programs. At Burlington, we believe ITS implementation requires faculty familiarity with the ideas of such educational theorists as Skinner, Bloom, Mager, Popham, and Banathy. It also requires faculty commitment to instruction that has been designed systematically and possessed such characteristics

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as assessment of student needs, specific learning objectives based
on these needs, instructional strategies to help students meet the
objectives, and collection of data on student performance which can
be used to revise the system (see Figure 1).

Colleges are obligated by law in some states and collective
bargaining agreements in others to provide a staff development plan,
to complement and strengthen performance evaluation policies. The
most important reason for the existence of faculty development plans,
however, is the improvement of student learning.

At Burlington, we have developed and implemented a plan for
faculty development entailing pre- and in-service training, staff
support personnel, financial incentives, and professional growth
activities. The overall goal of the faculty development program is
the improvement of student learning. Five faculty related developmental objectives for accomplishment of this goal are:

1. Through institutionally provided (pre-) and internal training, a cognitive knowledge base concerning the mission and students of the comprehensive community college should be achieved by 100 percent of the full-time faculty and at least 90 percent of the adjunct faculty.

2. Through institutionally provided training and incentives, an appropriate level of implementation of instructional technology systems should be achieved by 100 percent of the full-time faculty and at least 75 percent of the adjunct faculty.

3. Through institutionally provided training and incentives, a demonstrated willingness to implement instructional approaches conducive to learning for the heterogeneous student population should be achieved by 100 percent of the full-time faculty and at least 75 percent of the adjunct faculty.

4. Through institutionally provided funding, at least 25 percent of the full-time faculty participate each academic year in some professionally enriching activity, such as travel, further education, professional meetings, or special projects.

5. Through institutional stipends, paper credits, load credits, and liberal copyright policies, compensation should be available to all qualified faculty for creative development work.

6. Through institutional support services, technical assistance, and special personnel, instructional support should be provided to all faculty in their developmental efforts.

	1. Analyze student learning needs	2. Write learning objectives and test items	3. Design teaching-learning strategies	4. Implement teaching-learning strategies	5. Evaluate learning outcomes	6. Revise objectives and strategies
Part Two						

Part One

	1. Analyze student learning needs	2. Write learning objectives and test items	3. Design teaching-learning strategies	4. Implement teaching-learning strategies	5. Evaluate learning outcomes	6. Revise objectives and strategies
Phase I (one or two semesters)	a. Perform content analysis	a. Faculty learn about behavioral objectives b. Write tentative objectives c. Write at least three test items for each objective	a. Write one procedure based on 1 and 2 b. Use the tentative objectives in packet format	a. Conduct the course using tentative objectives and packets	a. Conduct course evaluations b. Analyze outcomes of course c. Report outcomes	a. Decide whether to proceed to Phase II or to repeat Phase I
Phase II (one year) a. Perform student needs		a. Analyze and rewrite all previous objectives and add or delete as necessary	a. Write a comprehensive course syllabus based on previous experience and new input	a. Implement the new courses	a. In each track design and implement an alternate evaluation procedure for each objective	a. Decide whether to proceed to Phase III or to Phase II

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Part One

	b. Write carefully stated behavioral objectives c. Write at least five parallel test items and validate	b. Design at least two tacks within this course structure		b. Perform match mismatch analysis on objectives and outcomes c. Report results	
Phase III (two to three years) a. Create validated course goals	a. Rewrite all objectives to match the validated course goals using task analysis techniques b. Review item bank holding revise as necessary	a. Write an experimental design which will validate each instructional track within the course of study	a. Execute the experimental design on each track	a. Implement the evaluation procedure in the experimental design b. Report results of each trial	a. Repeat Phase III until the learning output is within experimental design operational tolerances

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FIGURE 1. A THREE-PHASE SYSTEMATIC INSTRUCTIONAL DEVELOPMENT MODEL

7. Through appropriate institutional personnel, direct and
   indirect assessments should be conducted concerning the
   relationship of student learning to the faculty development
   program and its costs.

Translation of these objectives into the basic implementive ele-
ments of this comprehensive development and support plan involves
(1) organized training activities; (2) support for education, travel,
and other professional activities; (3) incentives for faculty
development of instructional materials; (4) establishment of an
Instructional Development Center, a Division of Learning Resources,
and other personnel supporting faculty development efforts; and (5)
budgetary and evaluative consideration. Each of these will be dis-
cussed briefly.

ORGANIZED TRAINING ACTIVITIES

The organized faculty training program at Burlington consists of
three areas: preservice training for full-time faculty, in-service
training for full-time faculty, and in-service training for adjunct
faculty.

1. Preservice Training Program for Faculty. All new faculty are
given a concentrated, preservice training program with the objective
of acquainting them with the college's philosophical foundations and
the instructional techniques that they will be expected to adopt. In
the five years since the college opened, there have been five pre-
service training institutes. The first session for the charter
faculty was conducted during the summer of 1969. The session was
seven weeks long and was designed to give the faculty prelimina.
training in writing objectives and using different instructional
strategies and, also, to allow faculty time to do the initial
instructional development work necessary to start fall classes.

This original institute was designed and conducted by the dean
of the college with the assistance of several outside consultative
specialists. It subsequently became evident that the college needed
its own full-time training specialist knowledgeable in the fields
of instructional development and educational technology systems if
staff training and development were to receive the ongoing emphasis
they deserved. The position of Educational Development Officer (EDO)
was created, and the staff development and training functions were
centered in this office. The EDO position, the evolution of the
Instructional Development Center concept, and the additional develop-
ment position of Supervisor of Testing and Evaluation will be dis-
cussed later in this paper.

The second preservice training session, designed by the EDO,
was held in August 1970. This session was reduced to three weeks,
reflecting greater efficiency in the organization of the training.

The second workshop was federally funded under the Education Professions Development Act. The grant provided that an attempt be made to write a model faculty development program that might be used with other colleges. The materials that were produced during this time have since been used by a number of colleges throughout the country.

The third preservice training session was held during August 1971. The workshop was reduced to a two-week session and made extensive use of the kinds of materials used in the 1970 workshop. All subsequent preservice institute sessions have been two weeks long. We find that with annual revisions of materials and improved efficiency gained through experience, we are able to accomplish in two weeks results that originally required seven.

A typical preservice institute schedule (August 1973) is shown in Attachment A at the end of this paper. While in attendance, participants are paid on the regular summer teaching salary scale according to faculty rank.

Each year new faculty evaluate the experience as relevant and highly valuable to them as teachers and professionals, with no lessening of value rankings on one-year follow-up evaluations. On a few occasions, late August emergency hirings have presented some new faculty from attending the preservice institute. In such cases, a lower level of teaching proficiency and a slower adjustment to the instituiton usually prevail throughout the academic year.

The best evaluation of the preservice training program, however, is the fact that our faculty are writing behavioral objectives and are using the alternate instructional strategies offered at the college to assist the students in achieving the objectives.

2. _In-Service Training_. To complement the intensive preservice training program, the institution also conducts in-service training for faculty. In-house in-service sessions most often are designed and conducted by the Educational Development Officer (EDO) or the supervisor of Testing and Evaluation (STE), but also have been conducted by visiting consultants. In-service activities have included a series of seminar sessions on topics such as the systems approach to instruction, constructing behavioral objectives and test items that match objectives, acquiring commercially available materials, the use of nonprint media and associated hardware, the cognitive and affective domains, computer-assisted instruction, and special interest workshops in the areas of English composition and science education, in addition to "sharing sessions" in which faculty have discussed their work in order to promote an exchange of ideas among the staff. The faculty are encouraged to work through mediated, independent study programs dealing with "Princi, es and Practices of Instructional Technology" and with instructional evaluation.

The Division of Learning Resources (DLR) also conducted in-service training to provide the faculty and staff with the varieties of information and skills they require to successfully utilize a systems approach to education and to creatively use the diverse support services offered by the division such as more sophisticated equipment maintained by DLR: the student response system, telelecture, television, audio-visual response units, and automated branch programming devices. While it is formalized within preservice institutes for new faculty, in-service education is regularly provided informally on a one-to-one basis by all of the professional staff members of the DLR. There could, and probably should, be more formal DLR in-service education for faculty, and there are plans to increase this area in the coming year. An incentive for full-time faculty to participate in in-service programs exists in the form of credit toward promotion.

3. _Adjunct Faculty Training_. Burlington County College annually employs some 50 to 80 adjunct (part-time) faculty members in a variety of disciplines. Student feedback and division chairmen's evaluations of part-time staff members indicated that training was needed in such areas as the nature and mission of the comprehensive community college, instructional technology systems, and the improvement of teaching. Adjuncts also needed to become more familiar with the college and the programs and services it offered.

During the 1971-72 and 1972-73 academic years, in-service institutes for these staff members were held each fall and winter semester. Each institute consisted of five three-hour sessions held on sequential Saturday mornings. The syllabus for these sessions was modified and shortened from the preservice institutes, and stressed more immediate needs and short-term development activities as well as orientation to the College. (See Attachment B at the end of this paper.)

Over 85 percent of the residual adjunct faculty have completed one of these institutes, and we now conduct one institute per academic year, largely for new adjuncts. Participants are paid seventy-five dollars if they complete the work assigned during the five sessions. Completion of the institute also is one of the requisites for advancement to senior adjunct faculty status and higher pay.

Participants generally evaluate the experience highly. Most importantly, student ratings of the resultant teaching indicate that the experience is effective in changing faculty behavior and in producing better instruction.

SUPPORT FOR PROFESSIONALLY ENRICHING ACTIVITIES

The college provides financial support for faculty to engage in further education, travel, and other professionally enriching activities.

1. <u>Tuition Payment for Graduate Work</u>. The college pays for graduate credits earned by full-time faculty up to the amount of $420 per year, per full-time faculty member.

2. <u>Long-Term Leave</u>. Leaves of absence without pay may be granted for periods of one or more academic years for the purposes of graduate school or other professional growth activities.

3. <u>Short-Term Leave</u>. Subject to available funds, leaves of absence with full pay may be granted for periods up to seven weeks (usually during the seven-week spring or summer term) for the purposes of graduate school or other professional growth activities.

4. <u>Sabbatical Leave</u>. After seven years' employment. a full-time faculty member may be granted a sabbatical leave of one-half year at full pay or one year at half pay. Leaves are granted in recognition of significant college or community service and for the purpose of encouraging further work or study that will contribute to the professional effectiveness of individuals and the value of their subsequent services to the college.

5. <u>Exchange Teaching Leave</u>. After one year of service at the college a paid leave of absence for one academic year may be granted to participate in an exchange teaching program in other states, territories, or countries or in a cultural program related to the teacher's academic discipline, when such programs include the provision of an acceptable teacher to replace the one on exchange leave.

6. <u>Faculty Travel</u>. Local and long-distance conference and meetings funds are budgeted annually to pay expenses for faculty to travel to and attend professional conferences and workshops. At least one-third of the faculty attend such meetings each year.

INCENTIVES TO FACULTY FOR DEVELOPMENT OF INSTRUCTIONAL MATERIALS

The college is committed to the support of all faculty developmental efforts and provides funding, time, and support personnel for assistance. Though most of the materials are produced as a part of the instructor's regular course preparation, specially funded materials production is essential for faculty to exercise developmental and creative competencies for initial development and for continuing major revision of courses and programs, and to emphasize the commitment of the college to systematic instructional development.

1. <u>Faculty Fellowships</u>. A unique feature of the instructional development effort is the faculty fellowship. This is a grant to a faculty member or faculty team to do a specific instructional development project during the summer when the individual (or group) ordinarily is not under a teaching contract. This gives the faculty involved a reasonable summer income and greatly assists instructional

development. The commitment of the institution to the faculty fellowship program is best indicated by the fact that $20,000 to $30,000 is budgeted for such funding each summer, usually sponsoring some 12 to 18 projects.

Each year in March, faculty members submit formal fellowship proposals which are screened by a joint faculty-administration committee and ranked in order to priority for available funds. Normally, one-half to two-thirds of the proposals submitted are funded.

2. Released Time. Faculty are allowed released time from their regular instructional loads for developing materials that capitalize on the various modes of instruction. This released time is given with assurance to the division chairman that a specific instructional product will emerge. Monetary compensation is provided by allowing points for instructional development under the faculty work load formula. Examples of such products are independent study materials utilizing linear programming techniques, mediated large group instructional sequences, or audio-tutorial laboratory exercises. During the short term when teaching loads are often lighter, the amount of released time for faculty is greater.

3. Copyright Policy. A college patent and copyright policy grants the faculty certain rights to instructional materials which they develop. It is summarized below:

Board Policy 902 states that all property rights in books written, teaching aids developed (including workbooks, laboratory manuals, transparencies, tapes, films, and the like) and equipment designed or invented shall belong to the staff member or members who wrote, developed, designed, or invented such items, including any done in conjunction with the teaching assignment or with any extended or released time authorized or directed by the college. Such property rights include the right to publish for private profit; the right to copyright any book, manual, or other appropriate material; the right to negotiate with any person, firm, or corporations for the manufacture of any item; and the right to acquire any obtainable patent rights. Apart from these property rights, Burlington County College shall, to the extent that said item was written or designed in connection with an extended or released time project or program, have a joint property right therein which entitles the college in perpetuity to use or purchase the item regardless of copyrights or patents and exclusive of any royalties, commissions, or other profits. The college also can request financial reimbursement to the extent of its investment in the production of the materials.

It should be noted that the college has never requested reimbuseement for its investment in a project, even though it provides

extensive professional, technical, and clerical assistance on such projects.

INSTRUCTIONAL DEVELOPMENT CENTER

The Instructional Development Center, a facility provided primarily for the faculty, serves as a study and resource center for development activities related to instruction. The following personnel and materials are housed in the center and are available at all times to faculty who wish to utilize them:

1. The Educational Development Center (EDO). The Educational Development Officer is an instructional theorist, planner, and consultant responsible for assisting in the planning, implementation, and validation of systematically developed courses of study. This person works closely with individuals and groups of faculty, division chairpersons, other staff specialists, and the dean of instruction in instructional development efforts. Primary functions of this individual are training of new and current full-time and part-time faculty, consulting with faculty regarding educational research and technology, and the design and validation of alternate learning strategies for instructional projects. In the administrative organization of the college, the Educational Development Officer reports directly to the Dean of Instruction, and performs a function complementary to that of the Supervisor of Testing and Evaluation, whose responsibilities will be discussed later in this paper.

The EDO possesses doctoral level training in educational technology systems design and implementation, media application, and educational research. This person also must possess a personality conducive to serving successfully as an educational colleague and consultant to the faculty.

2. The Supervisor of Testing and Evaluation (STE). The Supervisor of Testing and Evaluation is responsible for the direction and coordination of educational and psychological testing with major emphasis on evaluation of student learning. This person supervises the College Test Center and its personnel, and works closely with teaching faculty, the academic division chairpersons, the Educational Development Officer, the Associate Deans of Instruction, and the Director of Institutional Research. He may also work with members of the Division of Student Development in matters of test selection and administration. His role with regard to faculty is mainly that of a staff member providing developmental and consultive services. In the administrative organization of the college, he reports directly to the Dean of Instruction, and performs a function complementary to the Educational Development Officer.

The STE holds an advanced degree in educational and psychological measurement and must be able to communicate with and assist many different individuals and groups who often possess little

technical knowledge regarding testing and evaluation. The STE also must be sufficiently versed in educational measurement to follow specialized technical discussion and understand detailed statistical information, be knowledgeable concerning criterion-referenced testing, and be sufficiently familiar with project evaluation to be able to assist faculty in and direct institutional efforts toward assessing student learning based upon behavioral objectives.

3. Instructional Programmer/Bibliographer (IP/B). The Instructional Programmer/Bibliographer conducts nonprint media bibliographic searches at faculty request to determine what materials may be available (commercially or from other individuals) which will meet the program requirements for a developing learning sequence. The IP/B, after advising the faculty member or development team concerning availability and utility of materials for their program, can order these materials for them and arrange for a preview before purchase. If materials are unavailable he IP/B advises the teacher or team on the in-house development and production of whatever is needed, and helps the teacher or team (together with the Educational Development officer and Coordinator of Media Services) program it into the course design. The IP/B is assigned to the Division of Learning Resources and reports to the Coordinator of Media Services.

4. Professional Library Collection. The professional library collection supports the educational planning and development of each faculty member. It numbers over 1500 volumes and includes a variety of other materials, both print and nonprint, in such areas as program design, instructional technology, systems, behavioral objectives, curriculum planning and design, educational and behavioral psychology, educational research, history of education, higher education, the community-junior college, and theory and application of education technology. Also included is an extensive microfiche collection of ERIC documents.

THE DIVISION OF LEARNING RESOURCES (DLR)

The improvement of student learning through the application of educational systems and technology places stringent demands upon faculty and the institution at large. If faculty are to develop professionally and utilize their expertise to the greatest instructional advantage, they must be provided with adequate institutional and instructional support. The DLR contributes to this support through the following functions:

1. The Library. While the library is essentially designed for student learning, considerable print and nonprint media for faculty enrichment are provided. Books, nonprint media, and periodicals are purchased at fact 'y request, and a computerized locator system is employed to help ers quickly and simply locate both print and nonprint materials that are already available in-house.

2. _Reference Librarian._ A full-time reference service provided to students, but also made available to faculty, provides teachers with developmental assistance in research in their subject areas as well as in teaching and learning.

3. _Coordinator of Media Services (CMS)._ The Coordinator of Media Services, an administrative staff member in the DLR, is responsible for serving instructional and institutional program needs in the areas of presentation services, visual illustration, and printing.

Presentation services encompasses instructional television, the electronic student response system, independent study areas, projection services, equipment distribution and maintenance, and audio reproduction; visual illustration includes graphic arts, photography, and typography; and the print facility provides faculty with completely automated copy service, general printing, and photoduplication.

The CMS also is intimately involved in the design and production of instructional materials, working jointly with faculty, the Educational Development Officer (EDO), and the Supervisor of Testing and Evaluation (STE) in faculty-initiated instructional materials development projects. The CMS assigns production tasks to learning resources personnel; oversees assembly of program components; reviews program components and, if necessary, revises components to meet the instructional needs of the faculty member; plans the implementation procedure; schedules the presentation timetable with learning resources personnel; assess the program's success after implementation; and makes the necessary programmatic revisions in content and presentation techniques.

The Coordinator of Media Services also directs the following divisions whose functions directly support faculty in their instructional development efforts: graphic arts, photography, print shop, audio production, and video production.

To illustrate the magnitude and priority of these services, the print shop, with more than $250,000 invested in it, is one of the most completely equipped duplicating and printing facilities in southern New Jersey. The staff includes five technicians (a manager, a press foreman, and three pressmen), two clerks, and six student assistants. Weekly output is about 70,000 collated and stapled impressions. The turnaround time for most work is 36 hours, but faculty may get immediate duplication on copy of five pages or less.

OTHER PERSONNEL SUPPORTING FACULTY DEVELOPMENT EFFORTS

The concept of differentiated staffing plays a key role in the college's approach to instruction and faculty development. Full-time instructional staff carry the final responsibility for instruction and student evaluation, but are assisted by a large number of professional and technical staff people. Some have already been discussed, but others include:

1. **Director of Instructional Computer Services (DICS).** The Director of Instructional Computer Services is responsible to the Dean of Research, Planning and Information Systems. One of the principal functions of this person is to define, develop, and coordinate the operations of those computer services dealing directly with the instructional programs. The Director of Instructional Computer Services is available to faculty for consultation and technical assistance with computer utilization in research projects, curriculum development, instruction, and testing; maintains a library of computer applications in the instructional computer service area; and sees that interested faculty are informed of new developments. His function interfaces with those of the Supervisor of Testing and Evaluation and the Educational Development Officer, and he participates in preservice and in-service training institutes. He also may conduct formal in-service training institutes. He also may conduct formal in-service sessions to orient faculty to instructional computer usage and to new developments in the field.

2. **Director of Institutional Research (DIR).** The Director of Institutional Research is available to assist faculty in designing and conducting formal educational research projects and to provide institutional research data to faculty as requested, such as information on student profiles.

3. **Instructional Assistant (IA).** Instructional Assistants are staff members who have special assignments to assist regular, full-time faculty members, but do not have final responsibility for systematic instructional development or for student evaluation. They generally have associate or baccalaureate degrees, hold rank below that of instructor, and are supervised by full-time faculty members. IAs work as classroom assistants in the independent study areas and in the open laboratories, as well as provide individualized tutorial assistance to students.

4. **Technical and Clerical Support Personnel.** In addition to the professional staff, the college also provides several types of full-time technical support personnel to assist the faculty. This category includes: faculty secretaries provided at a ratio of about one full-time secretary for each nine teaching faculty; test center clerks and monitors to relieve faculty of time spent administering exams in class; electronics technicians to set up and service media hardware; presentation service technicians to set up and run mediated presentations from remote locations; materials check-out clerks in open labs and independent study areas; and laboratory technicians.

All of these positions help free faculty to perform the type of developmental and evaluation work most advantageous to the learning process and also help the institution maintain a relatively high student/teacher ratio while maintaining high quality learning experiences for the students.

BUDGETARY AND EVALUATIVE CONSIDERATIONS

1. <u>Budgetary Considerations</u>. Obvious constraints to the staff development program are the budget, time available to the faculty and to the staff training specialists, the willingness of faculty to participate in the voluntary aspects of the program, and the magnitude and quality of faculty output as a function of the personnel and money invested in staff development by the college.

The college places great emphasis on faculty development and commits considerable funds and many personnel to the program. The budgets of some offices such as that of the Educational Development Officer are largely committed to helping faculty grow professionally and develop better instructional programs. Others, such as the Director of Instructional Computer Services, devote a smaller portion of their time and money directly to faculty development.

An estimated annual program expenditure for 1974-75 staff development is shown in Table 1.

The total expenditure can be only an estimate, since our present level of sophistication with program budgeting does not provide a method for exact time allocations for services by each office (assuming such time allocations might be accurately recorded), or for service units such as the print shop to differentiate faculty developmental printing jobs from other faculty or administrative printing. Also as pointed out earlier, it is often difficult to keep track of faculty time devoted to development activities. However, the estimated total development expenditure of $150,500 comes to slightly less than 3 percent (2.98%) of the 1974-75 institutional operating budget of $5,050,000. This percentage is comparable to the parameters set by the state of Florida model for community college staff development activities.

2. <u>Evaluative Considerations</u>. Generally, overall evaluation has indicated the following indirect measures of success of instructional development:

1. The level of instructional competency at the institution is rated as good to excellent by over 87 percent of all students surveyed in all categories: current, graduated, transferred, dropout, and dean's list.

2. Follow-up surveys of students transferred to senior colleges and universities and employed by industry and government indicate a high level of performance as rated by schools and employers, and a high level of satisfaction by former students with the education provided by the college.

TABLE 1

ESTIMATED ANNUAL PROGRAM EXPENDITURE FOR
STAFF DEVELOPMENT
1974-75

Burlington County College

Activity or Office	Annual Dollars
Faculty Fellowships	$ 25,000
Short-Term Leaves	3,000
Tuition Payments	10,000
Preservice Training	6,000
In-service Training	4,000
Faculty Travel and Conferences	10,000
Load Points for Development	5,000
	$ 63,000
Portion of Salary	
EDO	12,000
STE	9,000
IP/B	5,000
CMS	4,000
Dir. Instruc. Comp. Serv.	2,000
Dir. Institutional Research	500
Instructional Assistants	20,000
Technical and Clerical Personnel	15,000
	$ 67,500
Materials and Equipment	$ 20,000
Total	$ 150,500

3. Over 90 percent of all students surveyed in the above categories rated their instructors highly and are enthusiastic regarding the systematic approach to instruction implemented at the college.

4. Complaints from students regarding the teaching competency of some adjunct faculty members have decreased markedly when such faculty members have successfully completed an adjunct faculty in-service institute.

5. Student attrition between fall and winter semesters has been reduced from a high of 20 percent in the first years of the college to a stabilized figure of 7.0 to 7.6 percent for the past two years; and the percentage of freshman year students returning to the college for their second year has increased over the same period.

6. The image of the college as a place where excellent instruction exists has been increasingly established within a growing constituency of teachers, administrators, and citizens in the county and state, as indicated by research surveys and informal feedback.

7. Faculty development and the concomitant utilization of instructional technology systems (with differentiated staffing allowing a relatively high FTE student/FTE faculty ratio, and an average academic year student credit hour production of 1255 hours per faculty member) has allowed the college to operate the instructional program at below the national and New Jersey average cost per FTE, despite the rather large institutional investment in development and instructional support.

8. Full-time and adjunct faculty rank the preservice and in-service institutes highly with regard to the accomplishment of their developmental objectives, and surveys indicate a high degree of internalization of knowledge and desired attitudes by the participants.

9. Faculty who have not experienced preservice or in-service institutes invariably receive, on the average, lower student ratings of their instruction than those who have completed institutes. (These faculty, however, are relatively few in number among full-time staff and complete an institute within one year if they remain with the college. Comparative data on student academic performance, therefore, is somewhat inconclusive.)

10. One hundred percent of the full-time faculty are writing learning objectives and working to implement instructional systems technology in their teaching.

It is, of course, difficult if not impossible to ascertain
precisely which of the above general evaluative factors or program
components contribute in the most cost-effective way to the accom-
plishment of the faculty development objectives and to the major
goal stated at the beginning of this paper. Based on the overall
evaluative results, however, we can continue to believe that 3 per-
cent of the institutional budget is not too much to devote to
faculty development. The goal is being achieved. Student learning
is being improved.

[1]In James O. Hammons (Ed.), Proceedings: The Conference on
Questions and Issues in Planning Community College Staff Development
Programs, July 1-3, 1974. University Park, Pa.: Center for the
Study of Higher Education, The Pennsylvania State University, June,
1975.

[2]David E. Barbee, A Systems Approach to Community College
Education. New York: Auerbach Publishers, 1972), p. 69.

Attachment A

Typical Schedule:
Preservice Institute New Faculty

Day 1/August 13, Monday

Time	Location	Activity	Presenters
9:00	Staff Dining Room	Coffee	
9:30	Theater CC 104	Welcome to Institution Formal welcome and intro. film on college	Dean Instr. (DI)
10:00	Thea. CC 104	Brief intro to Institute	EDO
10:15		Who Are We and Why Are We Here? Participant and staff introductions Discussion of reasons for coming	Sr. Fac. (SF)
11:00- Noon		Tour and Packet	
	Your Office	Packet #1: The Community College: The Concept and Its Implementation	
	Stf. D. Rm.	Buffet Lunch	
1:30	Stf. D. Rm.	Packet #1: The Community College: The Concept and Its Implementation As an institution--what do we look like? Meaning of community college and its application here "The Community College Student" (slide tape) Student Information Student research information Dean's list information	Dir. Inst. Rsch.
2:30	Stf. D. Rm.	Panel Discussion Community services Admissions Transfer and Counseling Off-campus	Dir. Comm. Srv. Dir. Adm. & Reg. Transfer Coun. Asst. Dean Cont. Ed.

Time	Location	Activity	Presenters
4:00– 5:00	Stf. D. Rm.	NTL slide tape: a Systems Approach to Individualized Instruction	

Day 2/August 14, Tuesday

9:00	Fac./Stf. D. Rm.	Coffee	
9:30	Fac./Stf. D. Rm.	Introduction to Remaining Sessions on Instructional Development Modes of presentation Background	EDO & SF
9:50	Fac./Stf. D. Rm.	Recap. of Systems Approach and Discussion of Instructional Development Model and Instructional Systems at Burlington County College	DI EDO
10:15	Indep. Learning Lab. (ILL)	Packet #2: County College Instructional Philosophy Systems approach and grading (slide/tape presentation)	
1:00	Fac. D. Rm.	Presentation of Partici- pants' Goals for Institute	
1:30	Fac. D. Rm.	Discussion	
2:30	Fac. D. Rm.	Meeting with Division Chairmen to Discuss Course Expectations	
3:30	ILL	Packet #3: Course Syllabus	

Time	Location	Activity	Presenters

Day 3/August 15, Wednesday

Time	Location	Activity	Presenters
9:00	Fac./Stf. D. Rm.	Coffee	
9:30	Fac. Off.	Discussion of Syllabus Plans with Division Chairman and Educational Development Officer	
10:00	Instr. Dev. Cntr.	Use of Library for Choice of Texts, etc.	
11:00– 12:00	(IDC)	Appointment with Judy Olsen	
	Your Office	Preparation of Rough Drafts of Syllabus Syllabus Display–– (Faculty)	
1:00	Fac./Stf. D. Rm.	Exchange of Packets	
1:30	Your Office	Choice of One Large Concept or Set of Unit Topics to Use for Packet Design	
2:00	ILL	Preparation of a Packet Writing goals Writing rationale Peer exchange Writing behavioral objectives Peer consultation Writing objectives at different levels	DI EDO EDO Super. Test. & Eval. (STE) Div. Chpsn. (DC) SF
Homework		Packet: Criterion-Referenced Testing	

Time	Location	Activity	Presenters

Day 4/August 16, Thursday

9:00   Fac./Stf. D. Rm. Coffee

9:30-   Fac./Stf. D. Rm. Discussion of Behavioral   Staff, DC,
Noon   Objectives   SF
                               e.g., Uses
                               Reservations
                               Form

         Your Office   Rewrite objectives:
                        Meet with Educational
                        Development Officer

1:00   Test Center   Explanation of Computer-   Dir. Instr.
                      Managed Instruction   Comp. Srv.
                        Tour of test center   (DICS)
                        Use of test center

2:00-   IDC   Packet: "Criterion   STE
4:30   Referenced Testing" &
                      "Design of Objective
                      Tests & Test Items"
                        Meeting with STE and
                        EDO to discuss test
                        items, test construction,
                        possible test analysis

Day 5/August 17, Friday

9:00   Fac./Stf. D. Rm. Coffee

9:30   IDC   Continued Meetings STE   STE

11:00-   Your Office or   Rewrite of Objectives,
Noon   Stf. D. Rm.   Items, etc.

1:00-
2:15   Stf. D. Rm.   Personnel
                      Explanation of benefits,
                      etc.
                      Form completion

Time	Location	Activity	Presenters
3:00-5:00	Local Pub	HAPPY HOUR--"Charlie's Other Brother" Everyone invited!!!!	
Homework		Packet: Design of Instructional Modes and Strategies"	

Day 6/August 20, Monday

9:00	Fac./Stf. D. Rm.	Coffee	
9:15	Fac./Stf. D. Rm.	Introduction to Sessions	EDO
9:30	Large Group Rm. CB-107	Presentation of One Faculty Member's Utilization of Systems and Mastery Approach	SF
10:30-12;00	Large Group Rm. CB-107	Utilization of Large Group Independent study Small group	
1:00-1:30		Choice of Mode	
2:00		Design of Strategies Readings	
3:30-4:00		Recap and Comments Introduction to next day's activities	EDO DI

Day 7/August 21, Tuesday

| 9:00 | Fac./Stf. D. Rm. | Coffee | EDO |
| 9:30 | | Discussion Seminar, Small Group Freeing up Students | SF |

Time	Location	Activity	Presenters
10:30– 12:00	E. Campus (EC 203)	Simulation: "They Shoot Marbles" (Example of Simulation Role Play: 80 min.)	SF
		Panel Discussion Use of open lab simulations, role play, etc.	SF
1:00– 4:00		Design Own Materials Meetings with Faculty, Division chairmen, educational development officer	

Day 8/August 22, Wednesday

9:00	Fac./Stf. D. Rm.	Coffee	EDO
9:30– 12:00		Choice of Strategy Sessions: 1. Self–instructional study guide "Lecturing as Communication, Problems and Potentialities" and additional pages 6– Appendix 2. Listen to self–instructional tape and study guide "Teaching Through Discussion" in CA 151 3. Self–instructional materials: Johnson and Johnson "Assuring Learning with Self–. Instructional Packages" OR Rewrite and redesign of existing materials	
1:00– 4:30		Design of Your Materials	

Time	Location	Activity	Presenters

Day 9/August 23, Thursday

Time	Location	Activity	Presenters
9:00	Fac./Stf. D. Rm.	Coffee	EDO
9:30		Explanation of Division of Learning Resources	Chprsn., Div. Learn. Res.
		Tour of Facilities	
11:00–12:00		Discussion of Available Media; Advantages and Disadvantages of Each	Coord., Media Srv.
1:00		Programming and Bibliographic Services Investigation of Existing Materials Ordering of Materials	IP/B
3:30–4:30		Recapitulation	EDO

Activities are consecutive; therefore, only beginning times are indicated, except where a break occurs.

Attachment B

Typical Schedule:
In-Service Institute Adjunct Faculty

Outline of Topics for In-Service Institute

Session I

Introduction to Burlington County College
a. Introduction of staff   15-20 min.
b. Community college student   60 min.
c. Handouts catalog, dir. handbook, etc.

Break
d. Introduction of chairmen
    Short divisional meetings   20 min.
e. Announcements: homework, handouts,
    objectives and schedule for workshop
f. Tour   1 hour
g. Evaluation
h. Homework: "Instr. Systems for Student
    Learning-The BCC Approach"

Section II

Introduction to session   10 min.
Systems approach to instruction
a. Definition of terms   15 min.
b. Systems approach and grading at BCC   30 min.
c. Packet vs. package   10 min.
d. Application to particular courses   20 min.
e. Discussion   30 min.

Break
f. Syllabus, explanation   10 min.
    Homework
g. Self-instruction packet   1 hour
    1. Overview of a packet
    2. Major goals, topics or concepts of a unit
    3. Writing the rationale
    4. The use of pre & post-testing
h. Evaluation
i. Homework
    Syllabus
        Cohen--"Objectives for College Courses"
        Read course packets
        Mager, Goal Analysis, Ch. 8--"Surprise Endings"

Session III

Introduction
Packet preparation continued
a. "Specifications and Analysis of Performance
    Objectives"
b. Use of non-print media

b. Use of non-print media
   Sources
   Choice of media

Break

c. Development of unit of instruction
d. "Choice and Design of Learning Activities"
e. Johnson & Johnson, Assuring Learning with
   Self-Instructional Packages
f. Review of guidelines for designing a packet
g. Evaluation
h. Homework
   Criterion-referenced testing
   Testing and types of test items; constructing
   teacher-made tests

Session IV

Testing, Feedback, & Evaluation
Packet preparation continued

a. Design of test items
b. Feedback and evaluation devices
   Types
   Uses
   Implementation at BCC
c. Evaluation
d. Homework: revise packets

Session V

a. Packet revision; instructional unit revision
b. Packet exchange
c. Final evaluation

Outline of Objectives and Activities for In-Service Institute

Session Objectives	Activities	Location	Demo. & Eval. Method
Session I I. Be able to state and/or explain the following:		Fac./Stf. D. Rm.	Self-test Group discussion
1. National trend in junior and community college growth	"The Community College Student" (slide-tape presentation)		
2. Concept of community college			
3. Terms associated with community college: e.g. comprehensive, open door	Packet 1 and handout		
4. Your view of services and expectations necessitated by open door institution	Discussion		
II. BCC Services		College	Self-test
1. Be able to find various locations within institution	Tour		
2. Be able to state where services are located	Tour/Maps		
3. Be able to state what services are available to faculty	Tour/Discussion Adjunct Question List		
Session II III. BCC Instructional Philosophy			
1. Be able to define a systems approach and explain the advantages in using it for:	"Systems Approach to Grading at BCC" (slide-tape presentation)	Fac./Stf. D. Rm.	Group discussion

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Session Objectives	Activities	Location	Demo. & Eval. Method

the student
the teacher
the system

2. Be able to state and explain the grading system at BCC	"Systems Approach to Grading at BCC"	Fac./Stf. D. Rm.	Group discussion
3. Be able to state and explain the various components of a systems approach as utilized at BCC			
4. Be able to state and defend your feelings toward the use of behavioral objectives	Cohen--"Objectives for College Courses"	Fac./Stf. D. Rm.	Discussion
5. Be able to state and defend your feelings toward mastery learning concepts: a. All students can learn given appropriate time and instruction b. Retesting is valid and valuable	Systems Approach (slide-tape presentation)	Fac./Stf. D. Rm.	Discussion Attitudinal pretest/ post-test

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Sessions II and III
IV. Implementation of BCC
Instructional Philosophy

1. Be able to design a syllabus for at least one course which you teach	Packet: Preparing a Syllabus	Fac./Stf. D. Rm.	Discussion with division chairman and EDO

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Session Objectives	Activities	Location	Demo. & Eval. Method
2. Be able to design at least one packet which includes: Topics Objectives Pretests Activities Posttests Evaluati⌐n measures	Designing a Packet Overview of a packet Major goals, topics or concepts of a unit Writing the rationale Use of pre- and posttesting Specification & analysis of performance objectives Choice & design of learning activities		Satisfactory accomplishment of packet guidelines Peer exchange
3. Be able to design at least one unit of instruction which is either self-instructional or defined and includes: Topics Strategies Inputs · Practice Testing Revision	Criterion-Referenced Testing Johnson & Johnson "Assuring Learning with Self-Instructional Packages"	Fac./Stf. D. Rm.	Same as above

Session IV

Session Objectives	Activities	Location	Demo. & Eval. Method
1. Be able to design criterion-referenced tests to go with each objective for a unit of instruction	Criterion-Referenced Testing Constructing Teacher-Made Tests	Fac./Stf. D. Rm.	Consultation with EDO and STE
2. Be able to implement the BCC faculty evaluation form and consider types of follow-up feedback information that you would like	Feedback Presentation	Fac./Stf. D. Rm.	Approach of Div. Chm.

PROFESSIONAL DEVELOPMENT PROGRAM
CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Beverly C. Hawkins
North Carolina

INTRODUCTION

Caldwell Community College and Technical Institute began its Professional Development Program in December of 1970 to better organize the administration's efforts to provide inservice training and to better insure an ongoing, comprehensive program of staff development for the total institutional staff.

OBJECTIVES

General guidelines and objectives for the program were set out by the president of the institution. They are as follows:

(1) To identify and recommend to the president ways to further promote the concept that all institution employees must constantly work at professional growth if they are to continue making a maximum contribution to the college.

(2) To identify and recommend to the president institution-wide problem areas or concerns around which inservice programs should be planned for all institution employees.

(3) To identify and recommend to the president problem areas or concerns around which inservice programs should be planned for two or more administrative groups, but not all employees (Example: clerical staff and administrative staff).

(4) To prepare and recommend to the president budget requests to support the recommendations of 1, 2 and 3 above.

(5) To identify and recommend to the president ways to promote interdepartmental cooperation in developing professional development programs.

(6) To assume responsibility for planning and carrying out programs that are approved in 1, 2 and 3 above, except in instances where the president assigns this responsibility to another group or to one individual.

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When the institution began a program of long range planning in 1974, three more comprehensive objectives were added to those issued by the president earlier. Those objectives are as follows:

(1) To develop a master plan of professional/staff development in light of the goals and aspirations of individuals as these relate to the major directions and emphasis of the institution (5 year plan), including annual updating of the plan.

(2) To plan activities for staff, related to the role and scope of the master plan and how each individual will be affected by the plan.

(3) To perform a study and make recommendations relative to faculty exchange programs at the local (state), national and international levels.

A major objective of the program not explicitly covered in the foregoing is the provision of financial support for professional development activities.

ORGANIZATION

To implement the objectives of the program, the president appointed an eight-member committee responsible to him and representing most personnel groups within the institution. The dean of educational development was later added to the membership. Committee members are generally appointed for two-year terms with half the membership rotating off each year. The Committee chairman and secretary are elected annually by the membership. Meetings are held monthly.

Not all staff development activities are planned by the committee. Some activities take place within the scope of specially funded projects and are organized by the persons responsible for the project and paid for through those project funds. Other activities require little, if any, funding, meet on campus for a short period, and involve small groups with similar concerns who do their own planning. And yet other activities, such as educational leave, graduate courses, personal reading, and instruction related research are planned and carried out by individuals totally outside the formal professional development program.

Caldwell Community College and Technical Institute also has a representative serving on the staff development task force which is part of the Appalachia North Carolina Consortium, an organization composed of fourteen two-year public institutions and two four-year universities in western North Carolina. To establish the role of this group in the institution's staff development program, the objectives might be considered:

(1) To assess the extent to which each member institution has developed and implemented a program of staff development.

(2) To provide assistance, when requested, to member institutions in developing a program for staff development.

(3) To coordinate with and gain assistance from the Department of Community Colleges in planning and implementing an inter-institutional program of staff development and coordinating with state efforts.

(4) To plan and carry out special programs in staff development in areas of need identified by other task groups.

(5) To develop a categorical resource bibliography of expertise within member institutions, the system, as well as other resources.

(6) To develop a long-range plan for inter-institutional staff development which would include, but not be limited to, objectives, categories of activities, calendar of annual events and plans, development of expertise within the consortium, and budgets.

COST OF PROGRAM

From 1971 to 1975, Caldwell Community College and Technical Institute's professional development program was funded primarily through the Appalachia North Carolina Consortium Special Development Project Title III Proposal. Generally, the cost of the program has been the amount of funds available for expenditure. Each year, funds are usually exhausted with requests outstanding and/or denied. Listed below is a general indication of funding levels and sources:

Budget	Amount	Source
1971-72	$5220.00	Consortium (Title III)
1972-73	3580.00	Consortium (Title III)
1973-74	8575.00	Consortium (Title III)
1974-75	7300.00	Consortium (47%) and regular college budget (53%)

For the 1975-76 fiscal year, no consortium funds were allocated, so the college, in an effort to maintain the program, set aside $5700.00 from its regular budget allocations from the state to be

used specifically for staff development. The Committee has encouraged
the president to begin working toward setting aside a regular annual
budget for staff development and to consider exploring resources
outside state funds.

These funds especially designated for staff development are not
truly indicative of the total amount of money expended for staff
development in any one of these years. For example, all full-time
faculty and most staff members have approximately $100 per year pro-
vided primarily for travel, but often used for staff development.
Although the Committee has no direct involvement in this funding
source, it does take it into consideration.

This institution has also made extensive use of funds from
several outside sources to provide staff development opportunities
for its personnel. Under the Career Education Project established
in Caldwell County to build career awareness in grades K-14, the
college funded a variety of activities related to personalizing
instruction and career counseling. The Adult Basic Education Budget,
which is federally funded, has a specific line for inservice training
for both full and part-time employees in the program. CETA Title I
and Human Resources Development monies have both been used for
developing staff in those areas. The college also recently became
involved in the ACCtion Consortium, working particularly with the
Student Affairs Center, in an effort to develop and improve those
services provided through that department. Funds from this source
will be used to defray expenses for participants in workshops, on-
site visits, and any other activity which might enhance the student
affairs program.

IMPLEMENTATION OF PROGRAM

The formally structured professional development program at this
institution has two primary focuses: providing funds for staff
development activities and planning a program of staff development.

PROVISION OF FUNDING

The professional development program has been voluntary and has
encouraged institution employees to assess their own needs and
identify ways of meeting them. They are then encouraged to submit
a request for funds, if any are needed, to the Committee on form
CCC-154 (see Appendix). The Committee serves as a screening and
recommending body before the request is sent to the president for
his approval or denial.

To provide for as much equity as possible in considering and
recommending requests for funds, the Committee developed the follow-
ing criteria:

(1) The benefit of the activity to the (a) total institution, (b) the department, and (c) the individual.

(2) The extent to which the activity attempts to strengthen the institution, a department, or an individual.

(3) The approval of the department chairman or appropriate division administrator.

(4) The cost per person involved in the activity.

(5) The amount of funds each department can contribute from its regular allocations to help defray expenses of the activity.

(6) The frequency of requests for funds made by or from within a department.

(7) The need for funds from personnel whose regular allocations have been expended for other purposes.

PLANNING

While the Professional Development Committee has spent a great deal of its time in its early years getting established, developing a philosophical basis, and responding to requests for funding, its direction is shifting to one of promoting and planning a staff development program, with a secondary emphasis on provision of funds.

The Committee has, for the most part, dealt with funding individually recognized and requested activities, but has made some efforts at planning occasional activities for the total institution staff. It has only been with the recent staff development needs questionnaire distributed to all employees of the institution that the Committee has begun to assess needs by categories and to establish the extent of the need (see Appendix). This questionnaire is the initial step in long-range planning.

A copy of the questionnaire results were also submitted to the chairman of the consortium task force on staff development. This group hopes to compile such results from all consortium members so that planning for inter-institutional activities might begin.

Also a determinant in planning activities is the institution's long-range plan, new or improved skills required with changing programs, needs identified by specific groups, new or improved skills required for institutional operation, and other related factors.

MOTIVATION FOR PARTICIPATION

Once inservice training was defined and its purpose clearly
understood, motivating participants was not as insurmountable as
first anticipated. The first major activity of the program was a
retreat for the entire staff, planned to provide a block of time off
campus for concentration so that participants might become acquainted
with each other, morale might be positively enhanced, a sense of
shared purpose and communication among all staff members might begin
to develop and so that time might be provided for sharing problems
that could be solved through staff development. This activity
generally set the stage for a positive attitude toward staff develop-
ment and established that it was inclusive of all personnel.

Perhaps several other factors have encouraged participation.
First, the program is voluntary. All personnel are encouraged to
participate, but the choice is left with the individual without fear
of reprisal. Second, each individual is given the liberty of
identifying his own needs and directions and of choosing activities
which he feels meets those needs. He is subject only to his super-
visor's approval, the committee's recommendation concerning funding,
and the president's approval of the funding request, none of which
have proved insurmountable. Third, the institution, as much as
possible, attempts to provide funds for these activities. And,
fourth, release time is provided for participation in activities.
In addition to the regularly scheduled Professional Development Day
each quarter, employees are permitted to leave their work responsi-
bilities for the duration of the activity. And not to be disregarded
is the open communication between the staff of the institution and
the Committee and the positive, supportive attitude of top adminis-
trative people.

This is not, however, to say that all employees of the insti-
tution participate regularly in staff development activities. But
a good portion of those from all areas - college parallel, technical,
vocational, clerical, administrative, maintenance - are actively
involved in inservice training.

TEACHING TECHNIQUES OR SKILLS EMPHASIZED

No skill or group of skills is regularly emphasized in the staff
development program, although a series of activities are sometimes
built around one concept. To give some idea of the variety of
activities and participants, listed below are those activities
sponsored through the staff development program in 1974-75:

(1) The librarian and assistant librarian participated in a
media workshop sponsored by the North Carolina Library
Association.

(2) Two persons from the business office enrolled in the course "Effective Management Skills" taught by N.C. State University.

(3) Two persons from the business office attended a program related to new purchasing, inventory and other office procedures.

(4) A nursing instructor participated in the workshop "Use of Simulation Games as a Teaching Technique in Nursing" at Indiana University School of Nursing.

(5) Three secretaries from the Continuing Education Division accompanied the Continuing Education staff to the fall state conference.

(6) Two social science instructors went to Dallas, Texas to the Community College Social Science Association and Southern History Association meetings.

(7) The institution sent two recreational leadership instructors to the 1974 Congress for Recreation in Denver, Colorado.

(8) A psychology instructor visited the psychology department of Ohio State University to discuss efforts in a behavior modification program.

(9) The automotive mechanics instructor attended a two-day meeting of the North Carolina Auto Diesel Instructors Association.

(10) Three members of the institution's business office went to a workshop of the North Carolina Association of Community College Business Officials.

(11) Two instructors with the cosmetology curriculum attended the state fall Cosmetology Instructor's Workshop and a management seminar at Wake Forest University sponsored by NCHCA and North Carolina Community Colleges.

(12) The reading instructor participated in symposia focusing on issues in reading covered at the Southeastern Regional Confer ence of the International Reading Association and later in the North Carolina Council of the same association.

(13) Three clerical persons from the Student Affairs Department joined that staff at the North Carolina Community College Student Services Personnel Association's professional meeting.

(14) Six members of the Student Affairs staff were joined by seven members of the Continuing Education staff and one student for a seminar/workshop on Glasser's Reality Therapy concepts.

(15) A nursing instructor attended a workshop at the Center for Teacher Education, Allied Health and Nursing at Georgia Center for Continuing Education to examine the ICARE model of Evaluation.

(16) The institution's maintenance supervisor attended a three-day seminar in Raleigh especially designed to enhance supervision and housekeeping management skills.

(17) One instructor in the industrial division attended the NC Society of Professional Engineers Convention.

(18) Two radiologic technology instructors attended the North Carolina State Radiologic Technology Annual Meeting.

(19) The data processing instructor attended the DPMA State meeting and later the American Association of Data Systems AED's National meeting in Virginia.

(20) A lecturer from the Harlow Shapley Visiting Lectureships in Astronomy of the American Astronomical Society made presentations in the institution's new planetarium.

(21) A nursing instructor went to New Orleans for the National League of Nursing's Twelfth Biennial Convention and Exhibition based on the theme "Operation Update."

(22) A cosmetology instructor went to New York for the International Beauty Show sponsored by the National Hairdressers Association.

(23) The librarian and assistant librarian went to the University of Illinois to attend the Twelfth Annual Clinic of Library Application of Data Processing.

(24) Eleven Continuing Education Staff members attended the spring conference of the NC Community College Adult Education Association.

(25) Three members of the business office participated in the Annual Finance Conference sponsored by the State Department of Community Colleges and the State Board of Education.

(26) A social science instructor actively involved in Cogni-
tive Style Mapping participated in the Glasser Seminar
on Reality Therapy held in North Carolina.

(27). The Spanish instructor attended the Spanish Conference
for the Community College Foreign Language Instructors.

(28) A humanities instructor joined the Modern Language
Association's Annual Conference in New York.

(29) A radiologic 'instructor participated in the Southeastern
Conference of Radiologic Technologists.

(30) A member of the Continuing Education Division responsible
for programs with industry attended the Analytical
Operator Training Workshop sponsored by the Carolina
Society for Training and Development.

(31) A science instructor took a short course for college
instructors of biology sponsored by the National Science
Foundation in Atlanta, Georgia.

(32) Three staff members of the institution participated in a
program sponsored by the college and the State Department
of Labor on OSHA regulations.

(33) A nursing instructor participated in an Emergency Nursing
Seminar sponsored by Inservice Education, North Carolina
Baptist Hospitals, Inc.

(34) Eight members of the Professional Development Committee
and the institution's two vice presidents attended a
two-day workshop on staff development sponsored by the
Appalachia North Carolina Consortium Staff Development
Task Force.

(35) Twenty clerical and technician level employees of the
institution participated in a 15-hour inservice education
program covering basic skills in human relations and
communications.

(36) A three-day writer's workshop held on the campus under
the guidance of a writing consultant was opened to all
consortium institutions, local high school teachers and
other interested persons.

THE STAFF DEVELOPMENT PLAN
OF
SOUTHEASTERN COMMUNITY COLLEGE

W. Ronald McCarter
Charles E. Grigsby
North Carolina

A growing consciousness among community colleges today is the
need for an in-house professional development plan. Some community
colleges say they are disenchanted with graduate school products;
many community colleges are getting greater numbers of personnel
from industry without any prior teaching orientation. Yet, the
greatest need for an in-house staff development plan is that commu-
nity colleges as an institution are still very much in transitional
stages, though they date back to Joliet, and indeed will always be
transitional if they meet their mandate of responsiveness to
community transitions. To support such fluid curriculums and
services, the community college staff must likewise be responsive.
Staffing with versatility in mind is one step toward the solution.
A coordinated, college-wide staff development plan is a necessary
coordinate.

PLAN FOR THE FACULTY

Characteristics of the Plan

If a college-wide plan is to be effective, it must meet basic
criteria:

The staff/faculty must have a significant role in designing
the plan.

The plan must allow for individuality while meeting institutional
goals.

Mutual responsibilities must be recognized and assumed by
all parties.

Mutual trust must be established to further the intent of the
plan while misuse must be eradicated.

Initiation

Southeastern Community College is a college of approximately
2,000 FTEs and 163 full-time personnel. Our plan began in January

of 1974. A rationale for and objectives of a new committee for staff development responsibilities were announced by the President, and interested staff members were invited to attend an organizational meeting. The emphasis from the President's Office was a reflection of the administrative support necessary from the beginning, with equal emphasis from each administrator. Volunteers should be the only ones assigned to such a committee – their dedication and personal interest is vital. More volunteered than we could possibly manage at SCC, so the selection was made to broadly represent the professional staff. The following charge was given the committee:

Role of the Committee

To develop and recommend a fair and manageable plan for faculty evaluation.

To plan, recommend, and assist in implementing activities and programs for faculty upgrading.

To constantly monitor and evaluate the staff development plan and program above for improvement.

Faculty Evaluation Plan: Minimum Requirements

1. Should include significant student input.

2. Should include significant supervisory input around "role" criteria:

   a. Job performance (instruction)
   b. Professional development
   c. Professional responsibilities (i.e., committees, advising, etc.)
   d. Community responsibilities (community service)

3. Should include an annual supervisory/faculty review.

4. Should include sufficiently variable criteria to reflect strengths or weaknesses.

5. Should lend itself to quantitative summary.

A Professional Development Plan: Minimum Requirements

1. Include activities commensurate with approved standards for re-appointment and promotion.

2. Reflect individual professional interests and needs as observed and prescribed.

3. Reflect the balanced needs of a department.

A Plan Should Accomplish

1. A self-analysis of needs and interests subject to revision should circumstances change.

2. A departmental analysis of strength and weaknesses.

3. A communication medium between instructor, department chairman, and Dean of Instruction.

4. An approved plan by which:

   a. Professional upgrading is sought.
   b. Activities are communicated which should be planned by the college.
   c. Professional development can be fairly _evaluated_.
   d. One can feel comfortable in the knowledge that his plan is within the expectations of his peers and administration.

Sample plans, forms and references were distributed and/or reserved by the President in the college library for the use of the committee and others.

The Development

Committee Process

Evaluation and professional development are two separate, but highly interrelated processes. With this in mind, the Professional Development Committee at Southeastern Community College broke into subcommittees — one whose emphasis was to be on the evaluation task while the other subcommittee studied the organization and formulization of a professional growth process. Coming together at strategic times in the developmental phases, the committee was able to integrate the products of their work into an over-all plan for the faculty.

Content of the Plan

Instrumentation of what turned out to be four facets of the plan include the following:

Faculty Evaluation - Student Response Form

This is a criterion-referenced form developed on the SCC campus exclusively for the students there. The form is based upon the beliefs, judgments and opinions of these students as to what constitutes good and poor teaching performances. The phraseology of the form items is also that of the students on this campus.

The form validation process consisted of:

(1) Collecting statements from a student sample on teacher behaviors that indicate good and poor teaching characteristics.

(2) Submission of a condensation of the statement list to a second student sample in order that the statements on which there was the most agreement might be selected for use in the evaluation form.

(3) The use of a tentative form in a cross section of the college's classes in an attempt to eliminate ambiguities in either the directions or item statements.

Reliability checks for the tentative form were done on a test-retest basis.

Faculty Evaluation - Supervisor Response Form

This form is completed by the Dean of the area in which a faculty member's major teaching responsibility lies. On close inspection, the form may appear to be rather limited in scope and/or flexibility, but it was designed to supplement and to stand independent of the other instruments.

Evaluation - Non-Instruction Activities

The nature and use of this form is made clear in the document itself.

Southeastern Community College - Professional Development System

This is a two-part document; one is an explanation of the system and the other is the form to be completed. It is the basic document used to plan, organize and encourage the professional growth of the faculty.

Faculty Evaluation Summary

On this simple form, the evaluation ratings taken from the previously mentioned forms are brought together so that they can be summarized and an overall rating given.

Role of the President

The role of the President's Office during the development stage was to study and react to all minutes, appear before the committee to assist with problem areas, defend truths, and compromise personal

biases. The President should allow adequate time for the plan to
emerge amid committee research, debate, and receipt of extra-
committee reactions to broadly dispursed minutes. Made clear from
the beginning was the fact that this plan, once agreed upon, would
be acknowledged as imperfect, and subject to continual improvement
each year. This experimental mode relieves the pressure of
"finality" on the committee.

When the plan emerged from the formulation and approval process,
the implementation was effected by:

A college-wide announcement and distribution of the plan from
the President's Office

Full credit to the committee and other contributors

Request for a year's commitment to the established plan while
constructive criticism was collected and solicited from all
parties

Follow-Up

Upon implementation of the plan, the committee's work must con-
tinue. The committee should be the process monitor by conducting
in-house and external research; innovating and editing suggestions
for improvement; providing support to faculty and deans; and con-
solidating requests for development which lend themselves to common
group activities, consultants, courses of instruction, etc. and
recommending the implementation of such.

Plan for Other Personnel

A community college depends on **all** its staff for goal attainment;
therefore, a professional development plan is equally important for
all. At SCC, administrators, counselors, secretaries, and maintenance
staff are all involved. Under some appropriate modifications, a
similar process, as explained above for the faculty, has been
initiated for each of these personnel groups:

Administration and Counselors

The administrative and counseling personnel use a similar but
modified, approach to staff development activity. The evaluation of
administrative personnel includes evaluation by faculty, subordinates,
supervisors and by the President. Evaluation is closely related to
coordinated planning objectives on an annual basis. A complete
annual development plan as well as evaluation as a part of that plan
is conducted in a one to one setting. Student Development Center
personnel, including some administrators and counselors, use still

another modification featuring cluster grouping. Individuals plan their goals as a member of a cluster which meets with the Dean for Student Development. It is believed that the group approach is an improvement over individual planning.

Secretarial Personnel

Secretarial personnel at Southeastern Community College were likewise asked by the President to study and develop a professional development system for themselves through the college secretarial association. This project was undertaken with enthusiasm and pride. No other group of personnel represents the college visitors, students, new personnel and the community more than do secretaries. Realizing this, the secretaries of SCC joined forces with the County Board of Education and City Board of Education to apply for admission in the N. C. Association for Educational Office Personnel. This Association has a vigorous Professional Standards Program which the secretaries adopted as their own. The program is very comprehensive including a variety of vigorous course work, workshops, work experience and testing. Over 95% of our secretarial staff is committed to this program and have it well underway for a completion goal within two years.

Plant Maintenance Personnel

Of all personnel of the college, the services of these noble personnel are under the most critical scrutiny. Their ignoble plight and responsible mission is realized very quickly, if not belatedly, when their services must be necessarily interrupted for even an hour. In spite of their importance, few have access to planned development. Their value to SCC and their full right to equal professional development opportunities is recognized through a comprehensive professional development system developed specifically with and for them. The system includes course work, literature distributed and reviewed, workshops by vendors, analysis of workloads, scheduled task assignments, an evaluation checklist for buildings and grounds, and a quarterly awards system for the most outstanding member of the staff.

Part-Time Adult Education Personnel

Most community colleges employ more part-time faculty than full-time; yet, few have adequate professional development plans for part-time faculty. At Southeastern Community College, part-time teacher orientation takes place on a one to one basis between the teacher and the dean or his assistant. In addition, all part-time adult education teachers are requested to attend at least one workshop per year during which teaching skills are developed. The supervising dean as well as visiting consultants assist in this activity. Part-time adult education teachers

are sent to area workshops and seminars when possible. A plan
for the near future is to develop an individualized self-paced
audio-turorial course of instruction which would be required
of all part-time instructors. Such a course of instruction
would be offered continuously through the Learning Resource
Center and therefore be available at the convenience of the
part-time instructor who frequently has conflicting priorities
with rigidly scheduled college staff development activities.

Resources

Professional development planning must be supported by the joint
resources of the professional employee and the college. It is their
mutual responsibility to seek and provide appropriate experiences as
well as to find methods to support them. At Southeastern Community
College each member of the administrative staff and faculty is
eligible for 12 weeks of state paid educational leave upon 33 con-
secutive months of employment. This benefit is valued at approximately
$45,000 per year collectively. In addition to this benefit, the
college budgets approximately $50,000 in supplementary funds for
appropriate travel and/or material development. These funds represent
about 6% of the annual operating budget. Another major resource is
the Advanced Institutional Development Program (Title III). Through
this federal program, we have involved trustees, administrators,
faculty and secretaries in frequent opportunities for professional
development ranging from courses in "The Developing Role of Womanhood"
to "Outward Bound," a unique training program involving a combination
of mental skills, physical endurance and leadership training in the
great outdoors.

Planning for the Future

Staff development plans for personnel in community colleges
cannot be projected accurately due to the very nature of our insti-
tution. As sure as our communities and their needs change, and the
needs for instruction and services change, so will our need for staff
development. Our students are getting older. They're holding part-
time and full-time jobs. They're goal-oriented and pragmatically
inclined. They represent all the minorities as well as the majorities;
they are the reverse transfers as well as the post-baccalaureate.
The "drop out" without dropping out, becoming "in and out" attenders.
They increasingly require financial aid though frequently attain top
jobs without graduating. Yet, amid this new family of scholars,
there is also the traditional student who has been attending college
since Dartmouth and Yale.

The implications of these observations are that staff development
activities must continue to be varied, unpredictable, and innovative,
and our staffs, versatile. Careful evaluation has indicated that
future stages for SCC development planning at SCC will:

(1) emphasize a closer relationship to institutional goals

(2) emphasize the relationship of the plans of various per-
     sonnel categories within the college

(3) emphasize common experiences where possible, for efficiency

(4) provide a forum for the full sharing of professional
     development experiences with one another

(5) promote an expansion of the variety of professional
     development activities

(6) research the process and the product as an integral part
     of the plan

(7) disseminate our experiences with the college plan and
     encourage other colleges to do the same

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     Minutes.

PROFESSIONAL DEVELOPMENT SYSTEM

I. INTRODUCTION

This system for professional development places a great deal of trust in the ability of the individual deans and the teaching faculty to reach mutual decisions regarding professional development that will benefit both the faculty and the college. While it is assumed that each faculty member has already been meeting his/her responsibility for professional development and will continue to do so, there are several advantages to formalizing and facilitating the process:

1. It establishes a means whereby the administration can become aware of the professional goals of the faculty and become more capable of providing the support necessary for the realization of those goals.

2. It establishes role responsibilities for those involved so that everyone is aware of what is expected of him/her.

3. It establishes general guidelines as expressed below within which to operate.

4. It establishes a means of evaluating professional development so that members of the teaching faculty may be given proper recognition for their efforts in this area.

II. GENERAL GUIDELINES

The professional goals of each individual faculty member must be consistent with the statements on: 1) Professional Ethics, 2) Academic Freedom and Responsibility, 3) Philosophy and Purpose of the College and 4) Comprehensive Curriculum as found on pages seven through fifteen of the Personnel Handbook. The primary focus of this system for professional development is to provide individualized encouragement, alternatives, and opportunities to meet the professional goals of each member of the teaching faculty. However, the uniqueness of each individual professional development plan makes it impossible to determine a single set of values relative to goals and alternatives. This proposal limits itself to defining the areas in which professional development should take place - which are as follows:

1. Academic competency (knowledge and skills in the area of one's teaching responsibility).

2. Methodology (competency in developing student academic awareness and/or skills).

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3. Non-instructional competencies such as:
   a) Academic advising
   b) Personal counseling
   c) Advisement of student groups
   d) Committee work
   e) Recruitment
   f) Community service (promoting and conveying the services and resources of the college to the community)

III. ROLES AND RESPONSIBILITIES

A. It shall be the responsibility of each member of the teaching faculty:

   1. To identify his/her professional development goals by annually completing a professional development plan (see attachment).

   2. To take advantage of the assistance provided by the college in reaching these goals, and/or to identify and use other available means of achieving these goals.

   3. To share a self-evaluation of his/her progress with the divisional dean.

B. It shall be the responsibility of the divisional dean:

   1. To provide whatever assistance is possible through the resources of the college to assist in the achievement of professional goals of the faculty.

   2. To insure that the professional goals of the faculty are consistent with the general guidelines outlined in Part II of this document.

   3. To articulate to the faculty the projected needs and goals of the division.

   4. To allow and encourage the faculty to develop professionally in such a way as to meet these changing needs and goals.

   5. To evaluate each faculty member's progress toward completion of his/her professional development plan.

C. It shall be the responsibility of each coordinator:

   1. To provide leadership in developing written departmental goals and projected needs.

2. To articulate these goals and needs to the divisional dean.

3. To assist the dean through mutually agreed upon means in meeting the responsibilities of the dean as outlined in B above.

D. It shall be the responsibility of the administration and the Board of Trustees of the college to commit appropriate resources available to the college in support of the professional development plans of the faculty.

E. It shall be the responsibility of the president of the college to provide training and orientation for both the deans and the faculty so that such a system for professional development may be implemented and annually improved through revisions. It shall be particularly important initially to foster an atmosphere of mutual trust so that faculty and deans may assume these new roles as comfortably as possible.

IV. PROCESS

The teaching faculty members will provide his/her dean with a completed professional development form (attached) and schedule a subsequent professional development conference no later than the end of the fall quarter of each academic year. A professional development plan will be agreed upon at that time for the period of time stated on the form. The content of the plan must be agreeable to both parties. Methods of achieving the agreed upon professional development objectives need approval by the divisional dean only if the resources of the college are involved (resources may mean release time, reduced load, travel expense, tuition payment, educational leave, etc.).

No later than the spring quarter, the dean will arrange a consultation with each faculty member. The latter will report and evaluate his/her progress to date toward completing the previously agreed upon development plan. The dean will then complete the evaluation section of the development plan (see attachment) and indicate verbally to the faculty member his/her evaluation of the latter's professional development. This will be done in conjunction with examination and discussion of all the evaluation forms concerning that faculty member. A succeeding professional development plan may be initiated at this time also.

The faculty member may at any time renegotiate his/her professional development plan with the dean. Portions of any plan may be changed, postponed, or eliminated entirely during the renegotiation.

Whereas the professional development plan of each individual faculty member will be unique, there is no way to list all the possible alternatives for professional development. However, as an

aid for the first year and for those employed in subsequent years,
the following is an open-ended list of a variety of alternatives
(some general and some specific) and is <u>not</u> intended to limit faculty
choices in any way:

1. Participation in professional organizations and reading
   of professional books and periodicals.

2. Participation in conferences, seminars and workshops.

3. Conferring with SCC colleagues and colleagues in other
   community colleges technical institutes, colleges,
   universities, and public schools at all levels.

4. Taking additional coursework (on and/or off campus).

5. Participation in recruitment efforts.

6. Developing objectives.

7. Improving knowledge and use of A-V equipment and other
   educational aids.

8. Improving counseling skills.

9. Attending trade schools run by unions and/or manufacturers.

10. Travel and/or research.

11. Publication.

12. Articulation with public schools and four-year colleges
    and universities.

13. Articulation with businesses and industries.

14. Promotion of college services to the community.

15. Improving skills in academic advising, advising of student
    groups, etc.

16. Improving participation in committee work, etc.

It is assumed that this system for professional development
is merely formalizing and facilitating an already ongoing process.
The quality control will rest in the process of reaching an agree-
ment on professional goals rather than on some subsequent "checking
up" by the dean. Therefore, the evaluation will be means whereby
the efforts of the faculty member toward his/her own professional

development can be duly recognized. Thus, the only two evaluation choices for the deans are as follows:

_____ Completion or satisfactory progress toward completion of the professional development plan.

_____ Unsatisfactory progress toward completion of the professional development plan.

Since the plan may be renegotiated at any time, it is assumed that the second evaluation choice would rarely be necessary.

SOUTHEASTERN COMMUNITY COLLEGE
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Name:_____

Department:_____

Current Date:_____ For the period from_____to_____

Please indicate at least one professional goals from the
following three areas and the methods by which you would like to
reach these goals.

I. Academic competency (knowledge and skills in the area of one's
    teaching responsibility).

    A. Goals:_____

        _____

        _____

    B. Methods:_____

        _____

        _____

    C. (To be filled in by the Dean) Additional suggestions as
        to professional goals and/or methods to achieve them:

        _____

        _____

        _____

    D. (To be filled in at the professional development consulta-
        tion) Agreement as to A, B, and C above:_____

        _____

        _____

        _____

        _____

E. (To be filled in at the professional development consulta-
tion) Agreement as to projected dates to reach goals out-
lined in D above. Place each in the appropriate category:

Short range (one year): _____

_____

___ _____

Long range (two or more years): _____

_____

_____

II. Methodology (competency in developing student academic awareness
and/or skills):

A. Goals: _____

_____

_____

B. Methods: _____

_____

_____

C. (To be filled in by the Dean) Additional suggestions as to
professional goals and/or methods to achieve them:

_____

_____

D. (To be filled in at the professional development consulta-
tion) Agreement as to A, B, and C above: _____

_____

_____

_____

_____

_____

E. (To be filled in at the professional development consulta-
tion) Agreement as to projected dates to reach goals out-
lined in D above. Place each in the appropriate category:

Short range (one year): _____

_____

_____

Long range (two or more years): _____

_____

_____

III. Non-teaching competencies (Academic advising, personal counsel-
ing, advisement of student groups, committee work, recruitment,
community service, etc.).

A. Goals: _____

_____

_____

B. Methods: _____

_____

_____

C. (To be filled in by the Dean) Additional suggestions as to
professional goals and/or methods to achieve them:

_____

_____

_____

D. (To be filled in at the professional development consulta-
tion) Agreement as to A, B, and C above: _____

_____

_____

_____

_____

E. (To be filled in at the professional development consulta-
tion) Agreement as to projected dates to reach goals out-
lined in D above. Place each in the appropriate category:

Short range (one year):_____

_____

_____

Long range (two or more years):_____

_____

_____

IV. Evaluation (To be completed by the Divisional Dean)

This instructor has:

_____ Completed or made satisfactory progress toward completion
of this professional development plan.

_____ Made unsatisfactory progress toward completion of this
professional development plan. (Explanation required in
comments below.)

Comments:_____

_____

_____

Signature:_____ Date:_____
            Divisional Dean
* *

OPTIONAL

Comments by faculty member:_____

_____

_____

_____

Signature:_____ Date:_____
            Faculty Member

FACULTY EVALUATION
SUMMARY

Instructor _____ Year _____

I. Itemized Evaluation

Category   Rating

	Meritorious	Satisfactory	Unsatisfactory
Student Evaluation	_____	_____	_____
Supervisor Evaluation	_____	_____	_____
Professional Development	_____	_____	_____
Non-Instructional Activities	_____	_____	_____

II. Overall, I rate this instructor as

Meritorious _____ Satisfactory _____ Unsatisfactory _____

Date _____ Signature _____
                                        (Divisional Dean)

SDC

PROFESSIONAL DEVELOPMENT PLAN

Process

1. Develop an individual plan for professional development to include Summer 1976. (If you wish to then make more specific quarterly plans please do so.)

2. Meet with other members of your cluster (i.e., groups from staff meeting on October 3) and SDC Dean during last week in October for two hour review and discussion of plans.

3. Meet with cluster and SDC Dean during second half of winter and spring quarters to review progress and discuss alternatives. Publish minutes of these meetings for our files and for our use in the 1975-76 annual report.

4. During August, 1976, develop new professional development plan for use during the following year.

Components of Plan

1. Objective(s) you plan to accomplish

   a) Include competencies and/or bodies of knowledge needed
   b) Relate objective to present and/or projected functions

2. Methods (learning experiences)

   a) Include description of learning experiences which are both available and appropriate to accomplishing objectives
   b) When appropriate include information related to time away from campus, special requests or needs related to learning experiences, etc.

3. Evidence

   a) Describe the evidence you will accept as verification that your objective(s) has been achieved
   b) Please be realistic and specific in identifying acceptable evidence
   c) Note the need for the involvement of others in your evaluation whenever appropriate

FACULTY EVALUATION

SUPERVISOR RESPONSE FORM

Instructor: _____ Academic year: _____

I. Teacher Performance Checklist

Directions: Listed below are performance statements which represent
the kind of things the supervisors might observe members of their
faculty doing. Read each statement and if you definitely remember
having observed it to occur on the part of the faculty member being
rated, then place a check mark to the left of the statement. If you
do not have direct knowledge of it, then do not check the statement.

_____ 1. Repeatedly used examinations inappropriate to the
             material covered in the course.

_____ 2. Displayed unwillingness to participate in committee work
             or other activities aimed at improving Southeastern.

_____ 3. Took extra assignments related to teaching program of
             department.

_____ 4. Caused students to complain because of his inaccessability.

_____ 5. Agreed to departmental teaching policy in staff meetings
             and then ignored it.

_____ 6. Worked well with others in completing assigned projects
             not directly related to classroom teaching.

_____ 7. Worked well toward extending the services of the college
             into the community.

_____ 8. Informed students well in advance what was expected of them.

_____ 9. Allowed outside interest to deter teaching effectiveness.

_____ 10. Took advantage of opportunity for educational leave.

_____ 11. Engaged in activities flagrantly detrimental to the best
             interests of students of the college as a whole.

_____ 12. Used student evaluations to improve classroom performance.

_____ 13. Displayed distain for remedial level teaching.

_____ 14. Participated in scheduled activities, such as faculty
             meetings, when these did not conflict with classes.

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_____ 15. Took the position that a student has no right to question a grade.

_____ 16. Used own initiative in self-improvement (prof. development) and strived to improve teaching ability.

_____ 17. Maintained office hours as posted.

_____ 18. Received favorable comments from former students concerning his teaching.

_____ 19. Exhibited enthusiasm for program and subject area.

_____ 20. Exercised care in completion of reports and records and submitted them on time.

_____ 21. Allocated unreasonable time and effort to other tasks in lieu of teaching responsibilities.

_____ 22.

_____ 23. Revealed a willingness to experiment with new methods in the classroom to stimulate the student.

_____ 24. Attended relevant workshops and conferences.

_____ 25. Frequently failed to meet class.

_____ 26. Exhibited poor rapport with fellow faculty members.

_____ 27. Displayed inability to establish rapport with students.

_____ 28. Enforced unrealistic grading standards resulting in excessive failures.

_____ 29. Volunteered for extra work with students.

_____ 30. Met classes on time.

_____ 31. Effectively carried out administrative directives.

_____ 32. Other

II. Summary of Evaluation from Teacher Performance Checklist

I rate this instructor as:

_____ Meritorious (explanation desirable in comments below)

_____ Satisfactory

_____ Unsatisfactory (explanation required in comments below)

Comments: _____

_____

_____

_____

Signature:_____ Date:_____
                 Divisional Dean

* *

OPTIONAL

Comments by faculty member:_____

_____

_____

_____

Signature:_____ Date:_____
                 Faculty Member

EVALUATION OF ADMINISTRATORS

Evaluation of_____

Evaluated by _____ Math & Science Faculty; _____ Business & Public
Service Faculty; _____ Engineering Technologies Faculty; _____
Humanities & Social Science Faculty; _____ Division Chairman or
Director, Instructional Division; _____ Student Services Staff;
_____ Dean or President; _____ SGA

Rate each statement by placing numbers 1 to 5 or 0 if not observed.
1-Poor; 2-Fair; 3-Average; 4-Good; 5-Excellent; 0-Not Observed

This administrator.....

_____ 1. Seems to be well prepared for his assignment.
_____ 2. Seems to like his work.
_____ 3. Compares favorably in use of administrative skills with
         others with whom I have worked.
_____ 4. Displays positive leadership qualities.
_____ 5. Is tolerant of the opinions of others.
_____ 6. Carefully follows the procedures as outlined in the Manuals.
_____ 7. Is a pleasure to work with.
_____ 8. Can be depended upon to do the job.
_____ 9. Requires reports and meetings as necessary for the
         administrative needs of the school.
_____ 10. Maintains close contact with the faculty appropriate to
         his role.
_____ 11. Makes me feel free to seek information or other assistance
         from him.
_____ 12. Seems to weld the staff into a unity with well-defined goals.
_____ 13. Uses democratic procedures.
_____ 14. Seems to employ capable personnel.
_____ 15. Makes reasonable efforts to retain personnel.
_____ 16. Seems to welcome additional responsibilities.
_____ 17. Compliments and thanks subordinates appropriately and
         sincerely.
_____ 18. Does not display unwarranted favoritism to some subordinates.
_____ 19. Is just and considerate in criticizing subordinates.
_____ 20. Counsels and evaluates subordinates when necessary.
_____ 21. Is just in discharging subordinates, if necessary.
_____ 22. Contributes to positive staff morale within his area of
         responsibility.
_____ 23. Contributes to the purposes and plans of the organization
         which he serves.
_____ 24. Supports those who work with him when he should.
_____ 25. Has an effective ability to speak.
_____ 26. Has an effective ability to write.
_____ 27. Is neat and well-groomed.
_____ 28. Is considerate of the work loads and time of others.
_____ 29. Clearly defines what he expects of his subordinates.
_____ 30. Mya be entrusted with confidential information.

STAFF DEVELOPMENT AT A LARGE INSTITUTION[1]

Muriel Vollum
North Carolina

At Central Piedmont Community College the staff development activities are decentralized, with each major area (college transfer, etc.) determining its own staff development efforts. Therefore, in my position as Director of Educational Development, I do not have responsibility for college-wide staff development like many of you, rather I plan and conduct those in-service activities that relate to instructional development. I have been asked to take about some of our in-service staff development and, particularly, to include a description of the "smorgasbord" workshop I conducted at one of our fall faculty conferences.

SMORGASBORD WORKSHOP

Our fall faculty conference two years ago included a series of optional activities from which the faculty could select whatever combination suited their interests. I was asked to plan some type of workshop either on behavioral objectives or individualized instruction. The participants would be available for about 80 minutes; I was to repeat the workshop five times to accommodate everyone in the space available. I was working with faculty members who ranged from knowing almost nothing about objectives or the "how-to" of individualized instruction to some who had done considerable development work and knew what behavioral objectives and individualized instruction were about.

I concluded that with these constraints, my best solution was to "practice what I preached" and set up a workshop that would lend itself both to self-pacing and to individualized, self-prescription so that those coming in could do what they wanted to, when they wanted to, and for whatever length of time they wanted to. By converting a large office into a small "theatre"; utilizing the dial access carrels in the hall outside; and setting up an adjacent classroom with several slide projectors, filmstrip projectors, and a reading area, I was able to offer a variety of both print and nonprint resources each organized into one of seven categories of interest and annotated in the handout the staff received when they arrived. The cover sheet of the handout was as follows:

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Smorgasbord Workshop

Welcome to "A Smorgasbord Approach to Individualized Instruction!" While you are waiting for the workshop to begin, you may want to start looking over this "menu" so that you can decide what activity or activities you'd like to spend your time on. You can just try an appetizer and leave early, have a whole meal and stay until the end of this session, or--if you don't have enough time to do everything you want to do--come back for a second helping at any later session for which tickets are still available.

This is a self-instructional workshop with a variety of possible activities:

    A Systematic Approach or Individualized Instruction
        in General
    Behavioral Objectives
    Objectives Dealing with Attitudes (Affective)
    Use of Media
    Learning Strategies
    Evaluation
    Revision Process
    How to Prepare Self-Instructional Materials

Each subject category in the handbook offered a variety of activities similar to this sample from the offerings related to behavioral objectives:

Behavioral Objectives

Room 126   See slide/tape   "Instructional Objectives" (Insgroup)
            program   Part 1 concentrates on objectives
                                for the classroom, Part 2 shows
                                how these relate to the organi-
                                zation's objectives. This is
                                probably one of the best ways you
                                could spend your time if your
                                interest lies in this area and you
                                feel you are not an expert yet.
                                (40 min. for both parts; inter-
                                mission after Part 1.)

Hallway   Work through   "A Programmed Lesson in Objectives
                                Writing" (Chapter 3); a quick,
                                easy way to get the fundamentals
                                if you are a beginner. You may
                                work right in this book and take
                                it with you.

                                Self-instructional booklet,
                                "Instructional Ends" by Renee

Wescott. Good basic foundation
(28 pages).

Mager's little book "Preparing
Instructional Objectives"; the bible
on objectives! It's programmed,
quick to go through, and gives you
the basics.

Booth 8 (Holds 2-3)	Listen to cassette	"Instructional Objectives" cassette. Side 1 explains what a behavioral objective is, where they come from, and why they are useful. Side 2 deals with argu- ments against objectives.
Hallway	Read	Small book, "Stating Behavioral Objectives for Classroom Instruc- tion" by Norman Gronfund. Practical, quick, easy. Article, "Probing the Validity of Arguments against Behavioral Objectives." If you're bothered by the whole business of objectives, this may answer some of your doubts (or give you some new arguments you hadn't even thought of!) You may take a copy if you like. Booklet "Instructional Objectives" by Harty and Monroe. This self- instructional booklet accompanies the Inegroup film program but is intended for those who want more advanced principles and more depth.
Room 112	Work through filmstrip/tape program	"Analyzing Learning Outcomes" (Vincent) deals with prerequisite, subtasks or en route objectives and terminal objectives and pro- vides practice in sequencing these. (Be sure you have accompanying worksheet.)
Room 112	See examples (browsing table)	Four-volume set by subject area, published by Westinghouse (divided by primary, intermediate and secondary, but many still useful for community college).

Subject booklets published by
Instructional Objectives Exchange,
much more specific than Westing-
house, with sample test items
included.

Examples of objectives in the
various courses displayed.

The participants then could determine from the handout which
activity or activities they wanted to select and whether they wanted
to concentrate on one area or explore several within the time avail-
able. Some returned for more than one session so they could pursue
several activities. The workshop proved to be very successful and
the faculty seemed to find it a refreshing change from the structured
"all-do-the-same-thing" approach which they had expected.

The result of this smorgasbord workshop has been to extend the
basic concept of that activity to a permanent site in the LRC where
faculty can come at any time on their own and use a variety of self-
instructional resources related to instructional improvement. We
have designated a corner of the LRC library area as the TLC, which
stands for Teaching-Learning Corner, where we have organized the pro-
fessional library books from the library collection; a wide variety
of cassettes, filmstrips, slide/tape programs, etc; and samples of
modules of programs in as wide a variety of courses as we can collect.
We maintain an annotated description of all the resource materials in
the TLC with enough copies for any faculty person who desires one.
On the bulletin board we maintain notices of conferences, copies of
interesting articles, newsletters, etc. There are easy chairs for
reading and a large work table, with two listening tables nearby
that will accommodate 20 earphones. We also use the area for small
informal in-service activities which we hold approximately every
three weeks. These sessions last for an hour and range over many
subjects. Some of the titles from this past year's listings are:
The Use and Preparation of Transparencies, Our Handicapped: Impli-
cations for Instruction, Student Feedback: How to Get It and What
to Do with It, Coping with Reading Problems, The Campus Without
Walls Concept, and Use of Our Computer for Testing.

OPEN-LAB WORKSHOP: PREPARATION OF SELF-INSTRUCTIONAL MATERIALS

We utilized the week of registration and preparation between
quarters for conducting an open-lab type workshop on "The Preparation
of Self-Instructional Materials." The workshop opened on Monday with
a one-hour session at which time we laid the foundation by defining

individualized instruction in a live presentation with transparencies (This proved to be one of the most productive aspects of the work-shop), presented the rationale behind it in a slide/tape presentation, explained the open-lab procedures for the workshop, and distributed the first unit of the self-paced materials we were using for teaching the techniques of a "systematic approach." Each participant developed a module throughout the course of the week, working at his own pace either in the workshop room or at a place of his choice. The room was staffed continuously for individual help, and coffee and donuts were available in the room. Additional optional activities were posted for each day (films, discussions, etc.), but we found that only a few participants found the time to go beyond the basics of working through the units and developing their own module. The group met as a whole for two additional large group sessions; the rest of the time they worked on their own or with peers or staff consultants. Although the week was a busy one for faculty, they worked very hard and enthusiastically and evaluated the workshop very positively. One of the most valuable aspects of the week was faculty experience in self-pacing as learners. Many commented that had the workshop not been organized in the fashion it was, they would not have been able to juggle registration, department meetings, etc., and simultaneously participate in this in-service activity. Probably the greatest weak-ness in the workshop was that we assumed too much in the first session and failed to do adequate orientation to the workshop as a self-paced, open lab activity. While we were able to correct this quickly, I recommend that anyone conducting this type of workshop for the first time allow plenty of time for orientation and directions to make sure that everyone understands what they will be doing and how. We have learned that teachers as learners are really not very different from our students as learners—they need and deserve the same consideration, guidance, and careful directions!

QUARTER-LONG COURSE IN EFFECTIVE COMMUNITY COLLEGE TEACHING

The most extensive in-service activity we have undertaken was a quarter-long course conducted this past quarter entitled "Effective Community College Teaching." The course consisted of 10 weekly meet-ings and was designed both to provide an opportunity for discussing issues and developing positive attitudes toward such concepts as the open door policy, systematic approach, etc., as well as to assist in development of skills for effective teaching. Each participant in the course was given a personal copy of the book, "Toward Instructional Accountability" coauthored by Barton Herrscher and John Roueche. Five of the classes were focused on the following topics with appro-priate readings from the book assigned for each: (1) rationale for change, (2) innovative instruction, (3) the concept of learning for mastery, (4) special learning needs of the community college student, and (5) evaluation of student learning and instructional programs.

Dr. Herrscher participated in five sessions in which each topic was dealt with in informal discussion. The additional five classes were devoted to such topics as evaluation and testing, affective objectives, use of overhead projector, and systematic approach utilizing a variety of activities including small group work, optional discussion groups, and hands-on experience. Each participant was provided with a list of suggested optional activities arranged by categories and annotated, and urged to prescribe their own program in consultation with the staff to accommodate their widely varying degrees of background knowledge. Again we found that the competing demands on the time of a faculty person made it unlikely for them to find the time and self-discipline necessary to go beyond the minimum in a noncredit course.

In addition to these activities, those persons who had not already been through a workshop on the systematic approach were given the self-instructional materials used in the "between-quarters" work-shop and encouraged to develop a module of their choice. Several faculty members completed this on a self-paced schedule with indi-vidualized help from the staff. Again, we found that one of the real values of this type of in-service activity is the learning the faculty person experiences when cast--often for the first time--in the role of a learner in a nontraditional environment. Many commented on this; and one instructor, as part of the anonymous evaluation of the course, wrote:

> The course has been very helpful so far. It is evident that you and your staff have devoted a great deal of thought and energy to make it pertinent. My problem, I think, is that I have not learned how to "take" a course that has no negative motivators such as recitations, tests, etc. The absence of such prods encourages me to procrastinate in the readings, for example. This is beneficial because it is helping me understand my students' point of view toward what they may see as an unstructured learning situation.

This past year we asked for volunteers from the faculty to serve as an advisory committee to educational development, particularly to work with us on planning and evaluating in-service activities. A good representation from a variety of departments responded and we are about to form a new committee for the coming year. We hope we can involve this new committee even more actively so that they assist in many of our staff development efforts, thereby better utilizing the expertise that many of our faculty now have and can share with their peers.

THE PREPARATION OF TWO-YEAR COLLEGE TECHNICAL
INSTRUCTORS AT THE UNIVERSITY OF AKRON

Michael N. Sugarman
John Charles
Ohio

The recent and rapid development and growth of two-year colleges
in the form of community colleges, technical institutes, technical
colleges, state general and technical colleges, university branches,
and university community and technical colleges, with a multitude of
technical education curriculum and courses, has created a critical
shortage of properly trained technical education instructors.

The present source for technical education instructors covers a
wide spectrum. These sources range from highly qualified and experi-
enced professional and technical personnel in industry, commerce,
engineering, and nursing to those who have received their training in
professional education in the areas of business education, vocational
education, and industrial education. A significant number of retired
armed forces technicians and public service (law enforcement, etc.)
personnel have also been recruited. Very few instructors have been
specifically prepared for teaching careers in post-secondary technical
education. The University of Akron is the only institution in Ohio
presently engaged in a specific program for training qualified
technical education instructors.

The educational preparation and the attainment of the post-
secondary instructor spans a wide range and cannot be generalized
at a specific level.

It is generally recognized that the educational standards for
the employment of the technical education faculty differs from that
of the academic faculty. This is frequently dependent upon the
supply and demand of the marketplace and the belief that occupational
experience is usually of greater value to the technical instructor
than the attainment of a master's degree in a distantly related area.
Graduate programs in many technical specialties are simply nonexistant.

THE MODELS

It is possible to hypothesize several variations of models for
the preparation of technical instructors. The ongoing Bachelor of
Science and Master of Science programs in Technical Education at
The University of Akron are but one example of an existing model.
Unfortunately, four or five years of full-time education is not
necessarily the most practical model to meet the immediate state-wide

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faculty and staff needs of Ohio's 52 two-year campuses which offer
programs of technical education. Last year alone, technical college
enrollments grew approximately 25 percent. The demand for an
increasing number of well prepared instructors is obvious.

Priority VI of the Ohio State Plan of Action for 1972-73 Voca-
tional Education Personnel Development was the basis for the develop-
ment of this project. Priority VI reads as follows: "To identify,
develop, test, and recommend for State adoption an innovative model
for preparing instructors for technical education programs in
technical institutes by July 1, 1973."

The University of Akron, with well established undergraduate
and graduate degree programs in technical education teaching was
selected to develop a short-term teacher education model.

The overall objective of this proposal was the development of a
model for technical education teacher training, a demonstration of
that model over a period of approximately one year for thirty new
technical education instructors, and the evaluation of the model.

MAJOR COMPONENTS

Phase I: The Development and conduct of an intensive three week
pre-service institute for thirty newly employed or first year tech-
nical education instructors from the northeastern regions of Ohio.

GENERAL OBJECTIVES

1. To understand the role of the two-year college and technical
   institute as an institution; history, status, philosophy,
   and organization.

2. To understand the characteristics and needs of the two-year
   college and technical institute student.

3. To understand the role, problems, and needs of the faculty
   in the two-year college and technical institute.

4. To understand the various curricular components of the two-
   year college and technical institute.

5. To develop skill in the utilization of teaching methodology
   and educational technology.

Phase II: The development and conduct of two weekend follow-up
seminars for the purpose of in-service teacher education for institute
participants.

GENERAL OBJECTIVES

1. To identify and treat common problems of new instructors.

2. To increase teacher effectiveness in the classroom.

3. To evaluate the participants of Phase I, evaluate their progress, and provide follow-up instruction as needed during the weekend seminars.

PROCEDURES

This project provided the opportunity for representative personnel (new instructors) from many two-year institutions in Ohio to share a common experience. Selected staff from both the State Education Department and the Ohio Board of Regents participated in the institute. Lecturers were selected from several major universities as well as from within The University of Akron. The model developed as a result of this project was disseminated widely to other institutions and all states.

THE PROGRAM

Phase I was conducted at The University of Akron, Akron, Ohio. This was an intensive three week program for newly employed technical education instructors in post-secondary institutions.

Students enrolled for a total of six hours of credit for the institute. There was no charge for tuition.

The morning sessions met from 9:00 to 12 noon each day for formal presentations, lectures, and discussions, while the afternoon sessions met from 1:00 to 3:00 p.m. each day for laboratory activities involving micro-teaching, curriculum development, the preparation of instructional materials, and experience in the utilization of audio-visual equipment.

Late afternoon and evening hours were unscheduled so that the participants would be free to utilize the extensive facilities of the library and other resources of the University.

Phase II consisted of two weekend seminars for the participants of the institute. The first seminar was scheduled during the Fall quarter, while the second seminar was scheduled during the Spring quarter. Specific activities were developed as needs of the participants were identified. Each seminar included ten contact hours in instruction.

FIELD EXPERIENCE

Field experience as such was conducted at the institution at which the participant was employed. The participant was supervised by the Dean of Instruction and by his Department Chairman or other appropriate institutional personnel. Evaluations were submitted to the Institute staff by the participant's supervisor.

TECHNICAL EDUCATION INSTITUTE - Phase I - Three Week Program

1. The Two-Year College and Technical Institute

    A. Place in education, history, growth, and development

    B. Two-year colleges and technical institutes in Ohio

    C. The philosophy, role, and mission of two-year institutions

    D. Organization and administration

2. Characteristics of Two-Year College and Technical Institute Student

    A. Why he attends

    B. Who is he?

    C. Special needs

    D. Disadvantaged students

3. Student Personnel Services in the Two-Year College and Technical Institutes

    A. Counseling services

    B. Student activities

    C. Placement and follow-up

4. Characteristics of Two-Year College and Technical Institute Faculty

    A. Why he teaches in the two-year institution

    B. Who is he?

    C. Problems and concerns of new teachers

5. Professional Concerns

    A. Evaluation of teachers

    B. Ethics in the classroom and on the campus

    C. Professional associations

    D. Legal responsibility

6. Curriculum

    A. Instructional programs in two-year colleges and technical institutes

    B. Current developments

    C. The role of advisory committees

7. Teaching and Learning

    A. Instructional systems

    B. Teaching by objectives

    C. Instructional methods

    D. Instructional materials

    E. Instructional technology

    F. Evaluation and testing

8. Skill Development

Afternoon sessions were devoted to micro-teaching, the use of A-V hardware, the preparation of instructional materials, and curriculum development.

PARTICIPANTS

The institute was limited to thirty participants. The participants were nominated by their employing institutions. The institute was designed for newly employed and first year instructors of technical education from the two-year colleges and technical institutes of Ohio. First preference was given to instructors teaching in approved programs (programs approved and funded by the Division of Vocational Education). Final selection was made by the institute staff.

Participants were expected to attend Phase I at the University of Akron, to attend two weekend seminars during the academic year, and to participate in the evaluation of their experience.

CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

The participants were expected to be eligible for employment in a post-secondary institution in Ohio to teach in one or more areas of technical education. The participants were nominated by their employing institution, therefore, conditions of work experience and educational background, in effect, were determined by the employing institution.

Participants enrolling for academic credit were expected to meet the requirements of the University of Akron.

INVOLVEMENT

The institute staff developed the proposal only after careful consideration of the recommendations of the Division of Vocational Education, the Ohio Board of Regents, a statewide advisory committee representing technical education in Ohio, and several consultants.

ASSESSMENT AND EVALUATION

(1) Assessment and evaluation activities were incorporated into the institute. The participants were expected to assess each day's activities on a day-to-day basis so that the staff could immediately correct any deficiency in the content provided during Phase I.

The immediate supervisor of each participant was expected to complete an evaluation at the end of the project.

The participants were also expected to evaluate the institute at its conclusion.

(2) The extent to which the stated objectives had been achieved were evaluated by the participants, their employers, and the institute staff. Evidence was to be assessed through micro-teaching, classroom evaluation by supervisors, and self-evaluation of the participants, and the degree to which the following outcomes had been achieved:

A. Thirty instructors prepared to teach technical education at the post-secondary level.

B. A final report containing an evaluation of the project and a model for technical teacher education.

C. A monograph or guide on "Teaching in Technical Education" for new technical instructors.

(3) The above factors were fully assessed as the staff developed a model for technical education teacher education.

The evaluation of the model by the participants, their super-visors, an outside consultant, and the Institute staff indicates that the model developed as part of this project, (with slight modifi-cation) if expanded and repeated, could go a long way toward meeting the immediate demand for qualified instructors in Ohio.

The following topics of instruction were supplemented with laboratory experiences in the preparation of instructional materials and practice in micro-teaching skills:

1. The learning needs of the disadvantaged student

2. An introduction to vocational and technical needs

3. Adult learning applied to the two-year college

4. Individualizing instruction

5. Instructional system

6. Teaching by using behavioral objectives

7. Teaching strategies and methods

8. Characteristics of the middle level working technician

9. Characteristics of the two-year college

10. Characteristics of the two-year college faculty

11. Professional education associations

12. Micro-teaching

13. Visual instruction

14. The Ohio Association of Two-Year Colleges

15. Two-year colleges in Ohio

16. Problems, issues and recent developments in technical education

17. Legal responsibilities of instructors and professional ethics on campus

18. Planning for instruction and curriculum development

19. Student personnel services

20. The instructor as a counselor

21. Testing, evaluation and grading

22. Administrators' view of faculty and their evaluation
     of faculty

Considerable advance planning is critical to the success of the
model. Since new instructors are frequently not employed until
late in the summer (or the week that classes begin) it would seem
that several different models are really needed: 1) a pre-service
and in-service model for new instructors hired by early summer
(similar to the present model); 2) an in-service model developed
for new instructors employed too late to attend the pre-service
program; 3) an in-service model for present instructors who have
not been prepared in professional education; 4) a long-term model
designed to prepare instructors through a regular four-year college
teacher education program designed for this purpose; 5) an advanced
undergraduate or graduate model to up date experienced instructors.

As judged by the supervisors of the participants of the present
model, the model was of benefit to all participants. All instructors
were rated as "equal to" or "better than" most instructors (59%
"better").

Most participants would recommend a three week session for Phase
I of the model and feel that the number of topics and speakers
should be limited to provide the opportunity or extended partici-
pant interact'on. Micro-teaching was perceived to be of much value
to the partic. ants. The model was perceived as having value by all
participants   1% "much value").

When askec to consider variations in the model, the participants
favored the present mix of institutions, technology fields, and
geographic areas.

Future models should consider the recommendations of the partici-
pants that:

1. The institute should provide consultant services throughout
    the year by phone and mail (84%).

2. The institute should provide a visiting professor in the
    field (84%).

3. The institute should provide short seminars at the
    participant's college (78%).

4. An advanced institute should be planned for the present
    participants (94%).

Many participants felt that administrators of post-secondary technical education also would greatly benefit through participation in a variation of the model (this suggestion was volunteered by the participants).

While the present model seems to be more than adequate for the purpose for which it was designed, the staff recommends additional experimentation and evaluation incorporating the above suggestions. The staff also recommends that serious consideration be given to the long range development and evaluation of a performance based instructional model designed specifically for post-secondary technical education instruction. The complete report has been published by ERIC as publication ED 085 502.

THE DEGREE MODEL

The associate degree graduate may continue his education through two distinct routes at The University of Akron. The student has a choice of the Bachelor of Technology program offered through the Community and Technical College or the Bachelor of Science in Technical Education offered through the College of Education. Graduates from either one of these programs may then continue on to earn a Master of Science in Technical Education in the College of Education (See Figure 1).

The Bachelor of Science in Technical Education (B.S.T.E.) was developed to prepare occupational education instructors for post-secondary institutions, two-year colleges, technical institutes, and industry. Some graduates have also found teaching positions in police training academies, hospital schools of nursing, occupational therapy training programs, and industrial training programs.

The program leading toward the Bachelor of Science in Technical Education is designed to admit the associate degree technical graduate from any accredited two-year college in the broad technology areas of allied health, public service, home economics, agriculture, business, and industrial and engineering technologies without loss of academic credit.

The B.S.T.E. is designed around a technical content of 76-89 quarter hours of individually programmed technology related courses, 52-65 hours of general studies, 29 hours of professional education designed to prepare the student to teach at the two-year college level, 16 hours of electives, and 6 hours of related occupational experience (See Figure 2).

Included within the professional education component is a block of 8 hours of student teaching and a seminar in which the student has the opportunity to function as "an assistant to the professor" in a two-year college or technical institute.

Another highly successful program is the Master of Science in
Technical Education in which the technical graduate student may
prepare for a two-year college position in curriculum and super-
vision, guidance, or as a master teacher in one of the technical
subject matter areas (See Figure 3).

THE UNIVERSITY OF AKRON

College of Education

Community and Technical College

Associate in Applied Science

Other Two-Year Colleges

Bachelor of Science Technical Education

Bachelor of Technology

Other Four-Year Colleges

Master of Science Technical Education
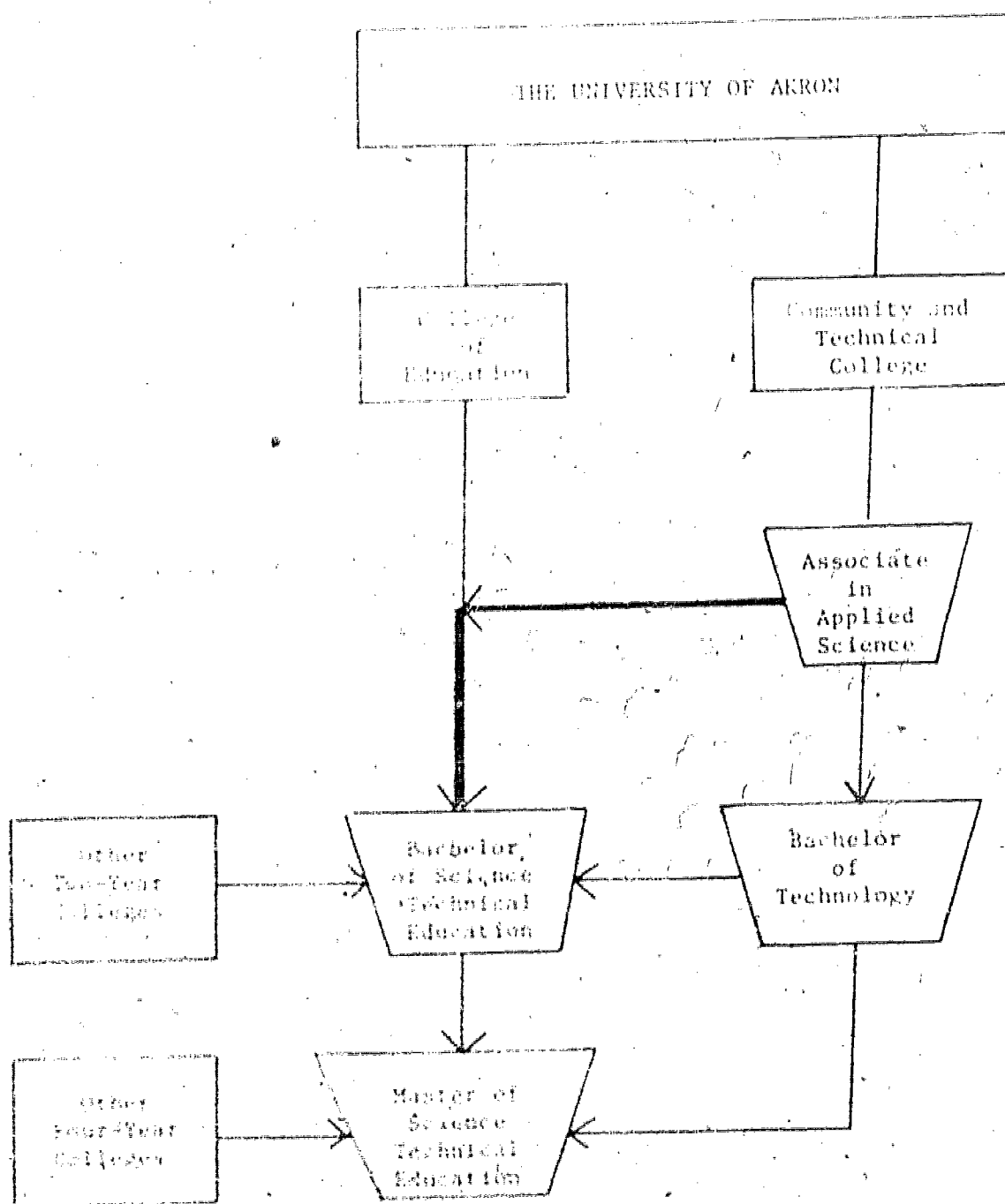
Figure 1

Requirements for the Bachelor of Science in Technical Education

A. General Studies Requirements (52-65 qtr. hours*)
    English Composition   8 qtr. hrs.
    Effective Speaking   4 qtr. hrs.
    Institutions in the U. S.   9 qtr. hrs.
    Physical Education   2 qtr. hrs.
    Types of Literature   4 qtr. hrs.
    Eastern Civilizations   6 qtr. hrs.
    Western Cultural Traditions   12 qtr. hrs.
    Senior Seminar   2 qtr. hrs.
    General Psychology   5 qtr. hrs.
    Mathematics   4 qtr. hrs.
    Science   9 qtr. hrs.

B. Technical Content Requirements (76-89 qtr. hours*)
    The technical content courses are defined as courses in 'the tech-,
    nical specialty and those related courses in mathematics, physical
    science, and related technical science. The specific courses
    required in the various technologies will be determined coopera-
    tively between the College of Education and the Community and
    Technical College.

C. Professional Requirements (29 qtr. hours)
    Human Development and Learning   4 qtr. hrs.
    Postsecondary Technical Education   3 qtr. hrs.
    Instructional Techniques in
        Technical Education   5 qtr. hrs.
    Course Construction in Technical
        Education   3 qtr. hrs.
    Problems in Education   4 qtr. hrs.
    Student Teaching   6 qtr. hrs.
    Seminar in Student Teaching   2 qtr. hrs.
    Elective in Education   2-4 qtr. hrs.

D. Occupational Experience (6 qtr. hours)
    Occupational Employment Experience
        and Seminar   2-6 qtr. hrs.

E. Electives (16 qtr. hours)
    These hours may support the student's technical field of speciali-
    zation, add to the student's general education, or professional
    education courses.
    TOTAL: 192 credits

*Since most technical education programs far exceed the general studies
 requirement of 13 quarter hours, math and science related to the
 technology is substituted. However, if the technological program does
 not include courses in these areas, the general studies courses are
 required.

Figure 2

REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE
IN TECHNICAL EDUCATION

A. Core Courses . . . .   13 credits
    Philosophies of Education   4
    Behavioral Bases of Education   4
    Techniques of Research   5

B. Professional Technical Education . . . .   11 credits
    Postsecondary Technical Education   3
    Instructional Techniques in Technical Education   5
    Course Construction in Technical Education   3

C. Field of Specialization (One option is selected)   13-14 credits
    1. Teaching Option: An approved schedule of technical courses
        selected from the offerings of The Graduate School. Course
        selections will be determined on the basis of the student's
        academic and professional background. Application required.

    2. Guidance Option A (Must be followed in sequence) 17 credits
        The Interview   3
        Counseling: Theory and Philosophy   3
        Techniques of Counseling   3
        Group Counseling   3
        Practicum in Counseling   5

    3. Guidance Option B (no sequence)   14 credits
        The Interview   3
        Career Guidance: Theory and Practice   4
        Student Personnel Services in Higher Education   3
        Evaluation and Diagnosis of Learning Problems   4

    4. Curriculum and Supervision Option   14 credits
        Principles of Educational Supervision   5
        Principles of Curriculum Development   4
        Elective in Curriculum or Supervision   5

    5. Home Economics (See Graduate Bulletin)

D. Teaching Internship: Students that enter the program without
    teaching experience are required to take a teaching internship
    at a cooperating two-year institution.
    Internship Teaching . . . . . Application required. 4 credits

E. Elective: These hours may support the student's field of
    specialization or add to the student's general ed., or pro-
    fessional ed. courses . . . .   5-10 credits

                                       TOTAL . . . .   48 credits

Comprehensive examination required. No thesis.

Figure 3

A STAFF DEVELOPMENT PROGRAM
DEVELOPED BY THE WILLIAMSPORT AREA COMMUNITY COLLEGE

Edmund A. Watters, III
Pennsylvania

To resolve deficiencies and encourage the growth of a strong staff development program at WACC the following recommendations have been made by members of the Staff Development Committee. Some may lend themselves to immediate implementation, some may not.

COLLEGE WIDE

Responsibility/ Primary	Primary responsibility for professional staff development should become part of the job descriptions of the Deans of Postsecondary and Secondary Instructional and Student Services. The rationale behind this statement is that all faculty will be involved in development programs. The Assistant to the President for Employee Relations should assume primary responsibility for the classified staff only.
Responsibility/ Secondary	Secondary responsibility should be assumed by the Staff Development Committee and the Assistant to the President for Research and Development. This Committee can present program proposals and assist in the planning, implementation, and evaluation process.
Continuing Current Activities	It is recommended that current provisions for staff development either by Board policy or contract be continued. (See negotiated contract.)
	The College President should designate responsibility for programs for trustees and administration.

UPGRADING SKILLS AND INSTRUCTIONAL TECHNIQUES

1A Volunteer Workshops	As questionnaire response identified several areas in which the staff expressed interest, the following approach to in-service work allows for a broad range of topics. A team of full-time "internal consultants" selected by the Deans should work with those assigned responsibility for staff development to design modular workshops for the staff. This

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project should be organized during a summer and
the internal consultants should be compensated
for their work. The modules can be divided into
ten pods (the Miami-Dade approach) offering a
choice of staff development subjects. These pods
might involve a commitment of six to ten hours
for study, demonstrations, and discussion. Based
on expressed deficiencies, topics might include
curriculum development, instructional techniques,
drafting of behavioral objectives, community
college policy, goals, and objectives, cooperative
effort between the College and the area it serves,
use of learning resources, etc. Staff may select
those pods most beneficial and relevant to their
needs. The Committee decided that the workshops
should be voluntary. After the first experience
with them and after evaluation, it may be appro-
priate to offer in-house credit applicable to the
point system for one module of work; one module
might consist of three pods. These workshops lend
themselves to various schedules; they might run on
a day designated in the calendar for staff develop-
ment.

Responsibility: Deans and Staff Development
Cost: $2,000

1B   Upgrading
     Technical
     Skills

The College should subsidize faculty who would
benefit from institutes or short courses. Sources
for such courses might include General Motors
Training Centers, Bendix Corporation, Caterpillar
Tractor Company, and the Graphic Arts Technical
Foundation. Currently, travel funds are being
utilized.

Responsibility: Deans
Cost: $5,000 annually

1C   Apprentice-
     ship Program

An apprenticeship program is recommended for the
first semester of employment. A master instructor
within the division would serve as a guide for new
staff. He would observe and offer counsel on such
matters as instructional technique and College
policy. The program should be structured. Master
instructors would be selected based upon specific
requirements. Functions of the master instructor
would include classroom observation, review of
course objectives, and team teaching. It is
further recommended that during the apprentice
semester that bi-weekly conference be held and
attended by the Dean, division director, master

Instructors and new staff to assess improvement
and share concerns.

Responsibility: Deans and Division Directors
Cost: $900

1D Trustee
Retreats

The trustee-administrator retreat should become
an annual program. One area of concern as signi-
fied by the questionnaire responses is the
trustee's concept of his role. In-service dis-
cussion on governance and representation should
be included in future retreats. New trustees
should be introduced to the College through a
series of pre-service activities.

Responsibility: President
Cost: $1,500

1E Administra-
tive
Seminars

Seminars dealing specifically with management
effectiveness and communications should be
designed for administrative personnel. Such
seminars should be prepared and led by consultants.
The cost of the seminars would depend upon con-
sultants' fees and length of the program.

Responsibility: President
Cost: $500

1F Upgrading
Professional
Credentials

Professional staff members who have not passed
the trade competency examination should be
encouraged to do so. Those staff members who
require vocational certification must acquire
the appropriate certification. Professional
staff members lacking any degree should be
encouraged to pursue the Associate degree. It is
further recommended that staff avail themselves
of the sabbatical, after five years of service,
to earn a baccalaureate degree.

Responsibility: Faculty and Administrative
Supervisor
Cost: Figured in Contract - Tuition Reimbursement

1G Staff
Retreats

When the Parkes property has been properly deeded
and development of the property is complete, it
will provide an ideal setting for working retreats.
Pre-service programs for new staff might be held
at the site. Volunteer workshops, discussion
groups, administrative seminars--all of these
activities might profit from a change of scenery.

Responsibility: Administrator and Staff
Development
Cost: $2,000 Annually

INCENTIVES

2A Motivation
for
Improving
Technical
Skills

Credit should be allowed on the salary point
system for training programs which do not carry
academic credit value. Currently the contract
allows points for credit courses only. Impli-
cations of this recommendation and the deter-
mination of point value should jointly be con-
sidered by management and faculty bargaining teams.

Responsibility: Ad Hoc Committee for Review
of Point System
Cost: Not Appreciable

2B Clarifi-
cation of
Faculty
Rank

To provide motivation for professional staff to
engage in developmental activities, rank should
be made more meaningful--as is appropriate in any
academic community. During the past three years,
promotions have been erretic and minimal. It is
recommended that the Employment, Promotion, and
Tenure Committee research this matter and possibly
review the qualifications. The rank status of
administrative personnel must also be considered.
As the figures indicate on the table summarizing
rank and degree, there is a disparity in the
number listed in various rank categories.

Responsibility: EPT Committee and Administrators
Cost: None

2C Faculty
Meetings

It is recommended that better use be made of
faculty meetings. In order to encourage greater
attendance, the College hour should be changed to
3:30 pm on Tuesdays with an hour and a half block
of time. Possible programs might feature half-
hour presentations concerned with teacher-
counseling designed by the professional counselors,
of presentations and/or demonstrations by
learning resource personnel, reports by divisions
on on-going developmental programs, forums dealing
with philosophy and goals of the Community College
presented by the administration. The Staff
Development Committee would assume the responsi-
bility of scheduling and advertising these
presentations.

Responsibility: Deans and Staff Development
Cost: None

2D Graduate
   Career
   Development
   Center

To respond to the expressed desire to upgrade
personal credentials and to solve the problem
of distance and travel time, it is recommended
that an in-service program be offered to provide
opportunities for earning advanced degrees on
this campus. The cooperating institution will
provide instructors and upon course completion
give resident credits. Simple registration
procedures can be instituted. One possibility
is the use of the computerized courses available
from the Penn State Mobile Unit.

Responsibility: Research and Development
Cost: Not Appreciable

ORIENTATION

3A Orientation
   New Staff

A formal pre-service program for new staff for
the 1975-76 year should be held to:

1. Review philosophy and goals
2. Discuss student profiles
3. Review personnel policies
4. Review contractual matters
5. Tour the campus
6. Review support services
7. To receive an explanation of faculty
   evaluation
8. Discuss College policy affecting academic
   concerns
9. Discuss evaluation techniques
10. Discuss policies affecting field trips,
    workshops, conferences
11. Review administrative responsibilities,
    function of Faculty Senate, committee structure
12. Learn of division concerns:
    a. Instructional materials
    b. Secretarial service
    c. Syllabi
    d. Curricular requirements
    e. Special problems

Responsibility: Deans
Cost: $500

| 3B | Returning Staff | Convocations should be more closely structured. College philosophy, goals, and academic policies should be reviewed. Division should meet to discuss goals for the year. In some cases, however, goals might be better set for programs, rather than for divisions. |

Responsibility: Deans
Cost: $500

| 3C | Part-Time Staff | It is further recommended that part-time staff be involved in orientation programs. |

Responsibility: Deans
Cost: $500

| 3D | Self-Study Programs for Pre-Service | To facilitate pre-service activities, it is recommended that an audio-visual series be prepared offering presentations on special topics vital to orienting new staff. Such a series would permit greater flexibility in pre-service scheduling and would expedite pre-service for new staff hired while an academic year is in progress. Appropriate topics can also be offered to part-time or substitute instructors. Some of these materials could result from the in-service programs prepared for faculty meetings. |

Responsibility: Learning Resource Center
Cost: $2,000

RESEARCH, RENEWAL, AND SELF-DEVELOPMENT

| 4A | Summer Research and Development Grants | The College will select interested and competent staff members to complete research and prepare material related to instruction and/or curricular development. Interested faculty will apply and be selected based upon the merit of their proposal and its value to the College. |

Responsibility: President
Cost: $2,700 Annually

| 4B | Reporting Professional Activities | To extend the benefits of attendance at off-campus professional meetings, it is recommended that participants report to their colleagues within the division. The report could become part of the agenda of division meetings. |

Responsibility: Faculty Memb· and Administrative
Supervisor
Cost: Not Appreciable

4C   Informal   As a means of changing attitudes, strengthening
Discussion   self-realization, and improving inter-personal
Groups   communications, it is recommended that a group of
representative staff meet with each other and/or
outside professional facilitators to discuss
topics related to instruction, curricular, an
internal problems; e.g., bridging the gap between
career and academic faculties. Each member of
this group might then lead a series of discussion
groups on the same topics with other staff members.
It is recommended that an objective third party
is necessary in view of the sensitive nature of
the problems for discussion.

Responsibility: Deans
Cost: $400

4D   Recreation/   It is recommended that there be wider use of
Renewal   College facilities for group and personal develop-
ment activities. The physical education facility
and its equivalent might be made more available
to staff.

Responsibility: Coordinator of Physical Education
Cost: Not Appreciable

4E   Travel   Travel experiences afford both educational and
Opportunities   renewal opportunities. The College should study
possibilities and arrange charter and package
travel plans. These could be offered to the full
College community, including all staff and students.

Responsibility: Assistant Dean of Community
Education
Cost: Not Appreciable

4F   Professional   To answer, on a limited scale, the need for improve-
Libraries   ment of instructional skills and for upgrading of
technical skills it is recommended that duplicated
copies of pertinent articles be sent around the
College. These articles may be "discovered" by
any member of the staff who can direct them to the
appropriate division director. The director can
circulate a copy among the appropriate faculty
members, and maintain a copy within a file to
become part of a professional library. A collection
of books relevant to a specific discipline for use

by instructors is also recommended for each division as well as instructional audio-visual materials.

Responsibility: Division Directors
Cost: $200

4G Community College Consortium for Staff Development

The College will play an active role in initiating a staff development program for Pennsylvania community colleges.

Responsibility: Deans
Cost: $1,000 Annually

4H Audio-Tutorial Materials Facilitators

Within each division, one or two instructors should gain through in-service preparation conducted by learning resources personnel or outside consultants, sufficient ability to prepare for the division an audio-tutorial program. The materials would become part of a division learning laboratory and would employ the principles of competency-based instruction. The availability of these materials would permit more efficient allowance for academic deficiencies and diversity of student ability resulting from the open door policy of admissions. In addition of these facilitators, the College should compensate them for the preparation of each module. An approximate $150 per module might be a reasonable figure. Such a project should become a summer's activity so as to permit the facilitators ample time.

Responsibility: Deans and Division Directors
Cost: $10,000

4I Staff Development

Should the financial climate allow or should there be available funds through a grant, it is recommended that the College employ a Staff Development Officer.

Responsibility: President
Cost: $18,000

PUBLICATIONS

5A Communications/ Internal

The Special Assistant to the President should issue a monthly bulletin publicizing staff development activities conducted by various divisions, activities engaged in by individual staff as well as notes of more personal nature. This bulletin

may be a means of furthering the integration of the faculty and should carry information with more detail than other in-house bulletins.

Responsibility: Research and Development
Cost: Not Appreciable

5B   Faculty
     Handbook

For the benefit of new and returning staff, data vital to their functions as part of the College community must be updated and published.   A revised Faculty Handbook should be published containing information concerning policy, committee structure, rank requirements, etc.   The current handbook is outdated and of little use to faculty.

Responsibility: Employee Relations and Ad Hoc
                  Committee
Cost: Not Appreciable

5C   Programs
     at Other
     Academic
     Institutions

For all areas of development--administrative, technical, academic--it is recommended that potential advantage of programs offered by other institutions be surveyed and published.   Consideration should be given to such schools as Rochester Institute of Technology, Drexel, Temple, and Lehigh.   A continuing informational program, published in the monthly bulletin, would be beneficial to staff.

Responsibility: Research and Development
Cost: Not Appreciable

5D   Professional
     Audio
     Library

Individual faculty attending conferences or workshops might tape keynote speeches or discussion sessions on topics of interest to colleagues. Commercially prepared materials can also be utilized for in-service programs or for self-improvement.

Responsibility: Research and Development
Cost 1976: $5,000

EXCHANGE FOR DEVELOPMENT

6A   Exchange
     for
     Development

As part of an ongoing staff development program and within limits of available resources, The Williamsport Area Community College strongly supports the establishment of a variety of faculty and administration exchange programs with educational institutions, government, and business and industry within the State of Pennsylvania, the

United States of America, and with foreign
countries. The program called "Exchange for
Development" aims to strengthen each institution
by providing and sharing specific and appropriate
expertise, training, and operational models.

Responsibility: Dean of Postsecondary Instructional
Services
Cost: $500 Annually

6B Professional Observations

Individuals or teams should be encouraged to visit
model institutions to observe and review a special
interest area. The currently budgeted $100 for each
instructor is intended primarily for conference or
professional meeting attendance and is inadequate.
It is recommended that the Deans survey their
faculties well in advance of budget preparation to
assess interest in this activity and to determine
the cost. The decision of scheduling visits and
personnel involved would remain with the Deans.

Responsibility: Deans
Cost: $1,000 Annually

6C Teacher Exchange

A program affording staff the opportunity to
participate in an exchange program in either foreign
schools or schools within the nation is recommended.

Responsibility: Dean of Postsecondary
Instructional Services
Cost: $500

6D Employment of Interns

To permit the College to render service to those
persons wishing to gain experience in the community
college and at the same time to gain the benefit
of fresh ideas and approaches, it is recommended
that an internship program be instituted. Both
teaching and administrative interns might be
utilized.

Responsibility: President and Deans
Cost: $4,000

Note: Inherent to all of the formal in-service programs is the need
for sound evaluation apparatus to gauge value, propriety, and
interest as a means of determining subsequent programs.

FACULTY AND STAFF DEVELOPMENT PROGRAM
FOR
SOUTH CAROLINA TECHNICAL EDUCATION SYSTEM

Oscar W. Lever
South Carolina

The philosophy and state-wide goals of the South Carolina Technical Education System require an in-service development program that will help each employee to actualize to the maximum his or her potential. It is essential, therefore, that the System establish both theoretical guidelines and practical procedures for a continuing development program that will enable each employee and each institution to meet identified needs of the individual and/or the institution. The ultimate and perdurable aim of a viable faculty and staff development program is to improve the quality and effectiveness of educational services provided the students of the institution. Thus a conceptualized development program is the starting point for those who want to move toward the goals that they have envisioned—goals envisioned for themselves and for the institutions and the students they serve.

The concept of personal development has never been easy to describe or define. Perhaps personal development is most accurately described not as a state of being but as a process of becoming. The concept of development closely parallels the concept of education—the self-activity of the individual in the continual remaking of himself, under motivation and under guidance. If this concept is accepted, how might a faculty and staff development (FSD) program be designed and implemented to meet the specific development needs of the State TEC System? It is to this question that the components of this document are addressed.

FACULTY AND STAFF DEVELOPMENT PROGRAM

The policy, guidelines, and procedures of the TEC-wide FSD program are predicated upon the prime consideration that faculty and staff development should be a normal, continuous, integral part of the State TEC System and each of its institutions. Each employee should concur with over-all goals and objectives of the TEC system and develop a continuous, personalized plan for development with identified objectives and strategies—a program tailored to his or her needs and potential. The FSD design of the institution should carry those components which offer opportunities in time for this personalized development which concomitantly will prepare the institution for greater educational efficiency and effectiveness.

1. Two-fold Purpose of the Development Program

The TEC-wide FSD program has a two-fold purpose: first, to provide those activities designed to improve each employee's knowledge, skills, and proficiency in his or her present position and to prepare him or her for opportunities for advancement within areas of service of the State TEC System; and, second, to provide the faculty and staff with opportunities to develop new and/or upgraded professional and personal competencies to fulfill the TEC system's commitment to meet educational, occupational, and cultural needs of the variety of students as they prepare for occupational and citizenship responsibilities.

2. Participants in the Development Program

The TEC-wide FSD program is designed for both faculty and staff. Faculty and staff are terms interpreted to include teaching faculty, administrators, and other noninstructional employees such as clerical, maintenance, janitorial, and auxiliary personnel. Each full-time employee of the State TEC System, classified or nonclassified, without regard to sex, age, religion, race, color, or national origin, may participate in the program, subject only to restrictions inherent in specific activities.

3. Activities for Development

The diverse programs which comprise the State Technical Education System make it essential that the faculty and staff development program be both flexible and comprehensive. Multiple approaches, therefore, are necessary through diversified, though related, activities within the common domain of in-service development.

In the FSD program the term activity is chosen to represent a course of action to achieve a specific objective (outcome). In-service activities that are separate in action, time, and place, but are of the same kind, type, or purpose are classified in combination, forming a "Development Activity Unit" (DAU). The DAU general title covers an over-all, inclusive strategy to actualize a general FSD objective.

Each general classification title (DAU) given below covers a general approach to the specific objectives of the comprehensive FSD design. The permitted FSD activities for each classification are listed with brief descriptions of their nature and purpose.

(1) Postsecondary Education
Formal courses on campus or off campus, credit or noncredit, postgraduate or undergraduate, without tuition reimbursement or with tuition reimbursement in total or in part, pursued independently or as a part of a curriculum leading to a degree, diploma, or certificate.

Formal in-service study envisions first identifying competencies and expertise needed but lacking, and then offering members of the faculty and staff opportunity to develop knowledge and skills through off-duty formal study financed by the FSD funds. This formal study may be utilized by persons taking courses at a postsecondary institution within commuting distance, or by the TEC institution establishing an "On-campus University" by providing instructors for courses needed by a number of faculty and staff. These courses may be taken primarily for upgrading or for upgrading and degree credit, but in either case should be chosen to bring a high rate of return in terms of improved competencies and performance of faculty and staff.

(2) On-campus Short Courses
     Short courses to improve skills in instruction, planning, decision making, task execution, multi-media use, continuing education courses, with or without CEUs.

Short courses on campus may be planned and promoted by divisions, departments, or areas of service, to provide employees opportunity to upgrade knowledge and/or skills. On-campus instructors or instructors from other institutions or leaders from business and industry may be provided through the use of FSD funds. If properly planned and approved, Continuing Education Units (CEUs) may be awarded for these short courses.

(3) On-campus Workshops/Seminars/Conferences/Institutes
     Consortia with other institutions or intra-institutional workshops, etc., on campus, with or without consultants, with or without CEUs.

On-campus residential workshops, etc., can be used effectively as opportunities for faculty and staff to stay current in knowledge and skills in their subject, technical, or service areas, and as opportunities to participate in activities that will upgrade their attitudes and competencies in developing and using new insights, improved instructional materials, and innovative teaching or working methods.

Good judgment in scheduling, planning, and follow-up activities and evaluations are, of course, necessary for effectiveness. Short-term or long-term consultants may be provided through the use of FSD funds. Optimum utilization of the consultant's expertise should be directly related to specific objectives, objectives which are described to the consultant prior to his or her visit. CEUs may be awarded if the workshops, etc., are properly planned and approved.

(4) Off-campus Workshops/Seminars/Conferences/Institutes
     Consortia with other institutions or inter-institutional workshops, etc., off campus, with or without consultants, with or without CEUs.

Priority shall normally be given to on-campus institution-wide or group in-service activities. However, consortia or workshops, etc., with other institutions, especially TEC or similar institutions, offer opportunities for upgrading, articulation of educational programs and purposes, and helpful communication. Attendance at out-state regional and national workshops may be provided from FSD funds under limitations, but should be reserved for key personnel who will make a report to employees in his or her area of service.

(5) Professional Societies
   Membership dues and travel.

Each employee is encouraged to participate in a professional society closely related to his or her area of service or specialty. Membership fees and travel expense to attend meetings are allowed under specific limitations.

(6) Educational Field Trips
   Field trips to TEC and other institutions and to business and industry.

Field trips include visits to other TEC institutions, to community colleges, to selected senior colleges and universities, and to business and industry. Each type of trip should include a carefully prepared plan for observation and for postvisit evaluation. The visit may use peer seminars with TEC personnel or conferences with supervisors and/or officers in industry or business for the exchange of information and ideas. Visits to other TEC institutions--in-state or out-state--can be planned for representatives of one technology to visit a similar technology in another TEC institution.

Visits to secondary schools should be considered in the formulation of the institution's program. Such visits, if properly planned, will facilitate articulation with the secondary schools in vocational education service areas and will also promote faculty and staff development.

(7) FSD Resource Center
   Educational supplies and equipment.

The on-campus FSD resource center constitutes an upgrading station for the exclusive use of faculty and staff. The center should contain a variety of resources such as selected books and pamphlets for each area of instruction, audio-visual catalogs and guides, cassettes for professional training and development, educational journals, books and guides for planning instructional strategies, and such other resources deemed necessary. In addition, the center may include specialized equipment essential to the FSD activities and to innovative instructional application. Equipment purchased from FSD funds may not duplicate nor replace available equipment nor meet regular institutional equipment needs.

(8) Educational Leave
   Postsecondary education or work with business or industry.

Educational leave, as distinguished from off-duty activities, is interpreted to mean permission to be absent from work or duty to pursue an educational objective. The educational objective may be (1) participation in postsecondary courses of study, whether on the undergraduate or graduate level, and for which degree credit is or is not given, and pursued independently or as a part of a curriculum leading to a certificate, diploma, or degree; or the educational objective may be (2) participation in an upgrading work experience with business or industry to improve technological knowledge and skills. Educational leave is granted only for the actual term of the activity.

Provisions for educational leave are set forth in the policy document of the State Board for Technical and Comprehensive Education under the title: "Educational Leave Program for South Carolina Technical Education System." Information may be obtained from the FSD coordinator. (FSD MANUAL, pp. 21-33.)

CRITERIA FOR PARTICIPATION

Activities in the FSD program are selected and approved on the basis of promise of benefit to the State TED System, its institutions, and faculty and staff. Therefore the TEC organization, whether institution or central office, must have professional staff empowered to administer and coordinate the schedule of activities to assure that both the activity objectives and the FSD criteria are met. Institutional and individual records must be maintained and kept readily available for reporting and auditing procedures. The FSD coordinator and the FSD committee are specifically charged with the responsibility for leadership and control of the program.

1. Selection of Participants

In the selection of participants for in-service development activities the following factors shall be considered:
   (1) Length of prior service,
   (2) Past performance reviews,
   (3) Demonstrated commitment to the objectives of technical-occupational education,
   (4) Need/value of upgrading training for job performance,
   (5) Specifically identified need of the institution or the State TEC System for the upgrading training proposed,
   (6) Possible disruption of participant's area of service during activity, and
   (7) Funds available for proposed activity.

2. Scheduling Off-duty Activities

Employees are encouraged to schedule their personal development
activities during off-duty hours if possible, but if this cannot be
done, the employee may request a change of work schedule for the
approved activities. The employer may alter the employee's work
schedule, if so doing will not interfere with the normal, efficient
operation of the employee's duty area.

3. FSD Budgeting Limitations

In planning the FSD program and budget, priority shall normally
be given to institution-wide or group in-service activities. In
planning the FSD budgets of individuals, funds shall be allocated
widely and objectively among the faculty and staff.

It must be assumed that the individual will contribute not only
his or her time for some activities, but that he or she will con-
tribute both time and money for certain activities of his or her
program. It cannot be assumed that the FSD program can provide
sufficient funds to cover all the expenditures for individual develop-
ment activities. The funding provisions of the FSD program are
designed to assist the employee in his or her development, but the
primary responsibility is upon the individual to qualify for
increased competence and productivity and the benefits therefrom.
Limitations, therefore, on individual FSD activity expenditures shall
be enforced at the institutional level and at the state level, pri-
marily in relation to tuition reimbursement and to out-state travel.

(1) Formal Courses. An employee who takes an approved course
under provisions of off-duty activities may receive reimbursement
for tuition and course related fees, in total or in part, for satis-
factory completion of the course. Satisfactory completion of a
course is interpreted to mean "B" grade or higher for graduate or
postgraduate study, or "C" grade or higher for all other study. All
other expenses, including activity fees, graduation fees, travel,
cost of books and supplies, etc., shall be paid by the employee.
Reimbursement for tuition for approved credit courses shall normally
be limited to one course per quarter or semester per individual,
with reimbursement limited to three approved courses (9 semester
hours or 13 1/2 quarter hours) per fiscal year. The amount of reim-
bursement per credit hour shall not exceed the highest rate charged
for equivalent credit by the state-controlled four-year colleges
and universities of South Carolina.

In order to insure that a reasonable return is gained from the
investment of development funds in continuing study, the employee
who leaves the employment of the TEC system shall be required to
make repayment of all amounts paid for reimbursement for courses
completed within the last nine calendar months prior to leaving.
Ordinarily, repayment will be by deduction from the final com-
pensation payment.

(2) _Travel_. Reimbursement for off-duty out-state FSD travel
shall normally be limited to one approved trip per fiscal year.*
State regulations relating to travel and subsistence shall apply to
all FSD travel--out-state and in-state.

(3) _Professional Societies_. Each employee who desires member-
ship in a professional society shall submit a written request for
approval of membership, naming the society and the amount of dues.
To be reimbursable, the affiliation with the society shall be
personal membership (not institutional, political, civic, or social)
and shall be an approved activity of the FSD program for the insti-
tution. Reimbursement for dues, travel expense to attend meetings,
and other expenses related to membership shall be limited to an
amount specifically approved in the annual FSD budget of the insti-
tution. The reimbursement for dues in professional societies shall
not exceed $50 per individual within a fiscal year.

4. _Operation of the FSD Program_

The effective operation of the FSD program, individual and
institutional, requires procedures which are clearly understood
and carefully implemented.

(1) _Program Planning_. Planning is a vital responsibility in
the FSD program. Developing the program has its unique motion ele-
ments moving from one level of input to the next and accumulating
information, experience, and understanding. It is for this reason
that individual faculty and staff should be familiar with the FSD
program and how it works--its purposes, its limitations, its pro-
cedures. The effective role of FSD can be assured only by effective
coordination through communication, leadership, and broad involve-
ment of faculty and staff. The planning process, therefore, involves
the creation of "a climate" for recognition, respect, and encourage-
ment of development activities.

Program planning, including budgeting, involves the assessment
(audit) of both needs and resources. This process should include
input from both faculty and staff members including knowledgeable
persons who have expertise in collecting, tabulating, and inter-
preting data. In addition, the planning process must include making
an inventory of resources (people, funds, materials, space, equip-
ment) available to meet identified needs.

In order to design a comprehensive FSD program for the institution
it is necessary to obtain, organize, and disseminate in-service
development information to faculty and staff. The FSD program

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*The out-state restriction does not apply to group travel in
institutional vehicles when t   el and subsistence are not charged to
FSD funds, nor to travel covered by restricted-sponsored FSD funds
from gifts and grants.

should be a sharing experience of both information and action.
Opportunities should be given for individuals to explore the concept
of in-service development in relation to their personal needs and
aspirations and in relation to the needs and purposes of the insti-
tution. It appears, therefore, that institutional workshops or
in-service development--the task force approach--are a requisite
for program design and implementation.

(2) Program Budgeting. The preparation of the FSD budget is
a planning and control device in the management of the program--the
planned allocation of funds to meet the planned activities of the
program. The criteria for the allocation of funds are, first, the
needs assessment priorities, and second, the availability of funds.
It is essential that the choice of activities with the anticipated
expenditures for them be made with consideration of the total
financial resources for the entire program.

The FSD policy adopted by the State Board for Technical and
Comprehensive Education makes provision for funds for the program
in this statement.

Each institution of the State TED System in its unitary budget
and plan of operations shall allocate funds for a program of
faculty and staff development. To augment and support this
allocation, the State Board for Technical and Comprehensive
Education shall incorporate within the system budget request
to the State Budget and Control Board adequate funds for faculty
and staff development for the State TEC System. A supplementary
allocation of state funds shall be made to the institutions on
a matching-funds "dollar by dollar" basis whereby the institutions
will receive a supplemental allocation of state funds equal to
the amount allocated to faculty and staff development by the
institutions from normal revenue sources.

(3) FSD Proposal and FSD Report Forms. Two sets of forms are
established for use in the operation of the FSD program--the proposal
forms and the evaluation and report forms. The complete guidelines
for using the forms are given in the FSD ...NUAL. Names and purposes
of these forms have been established. Information and instructions
for understanding and using the forms are given in the operational
guidelines set forth below. A summary description of the forms
follows.

FSD Manual Proposal Application Forms. The proposal application
forms in order of occurrence are as follows:
FSD-1, Program Proposal Application--consists of proposal title
page with signatures, followed by the proposal narrative,
FSD-2, Activities--provides description of each activity under
specific activity titles, and
FSD-3, Estimated Budget Summary--provides breakdown of estimated
FSD revenue and estimated FSD expenditures.

<u>FSD Evaluation and Status Report Forms</u>. The evaluation and status report forms in order of occurrence are as follows:

FSD-4, Evaluation and Status Report of Activities--consists of institutional evaluation and status reports of activities under specific activity titles,

FSD-5, Budget Summary--provides breakdown exhibit of revenues received and committed and of expenditures made for each and all activities, and

FSD-6, Program Evaluation--provides summary exhibit of status and institutional evaluation of each and all activities of FSD program for the year.

5. <u>Operational Guidelines</u>

A correct approach is necessary for satisfactory operation of the FSD program. Insight and uniformity will be gained after experience, but certain objective guidelines are inherent in the organizational nature of the program.

(1) <u>Program Proposal</u>. The purpose of the program proposal is to assure a comprehensive and viable TEC-wide program of FSD activities. The institutional proposal is prepared on an annual basis by the FSD coordinator under the TEC-wide format which is composed of the forms FSD-1, FSD-2, and FSD-3. The completed forms are submitted in <u>duplicate</u> to the FSD coordinator of the TEC system.

<u>FSD-1, Proposal Title Page</u>. The FSD-1 program proposal form consists of the title page with necessary signatures, followed by the narrative summary of program plans for the year.

<u>FSD-2, Activity Application</u>. The FSD-2 form provides description for either individual activities or unit activities (DAUs). The use and preparation of the activity application is of utmost importance.

It is mandatory that each FSD activity be covered fully by an activity application (FSD-2) made by an individual for himself or by a supervisor on behalf of a group. The application may be made on either the standard FSD-2 form or on an in-house form prepared for institutional use but requiring the essential data. These individual and group applications must be kept on file for accountability--records, reports, FSD documentation (audit).

Special attention should be given to the identification of "specific need" and "outcome expected." This requires answers to certain questions. First, "Why was this particular activity chosen?" Next, "What outcome (what ability) (or what skills) (or what knowledge) is expected from this activity?" Asked another way, "What is the evidence that the objectives have been met?" The applicant(s) should be able to say, "At the end of this activity I (we) shall be able to ..." in relation to a need in a functional job area in TEC. These

statements describe anticipated results and provide a basis for measuring success and value.

The FSD-2 activity applications, which accompany the program proposal, must be prepared on the standard FSD-2 form and submitted to the State TEC System FSD coordinator for action (approval, modification, or disapproval). This form calls for adequate activity identification, purpose, and estimated cost. In most instances, application will be entitled as a DAU, e.g., postsecondary education, professional societies, FSD resource center, etc. Consequently very few FSD-2 applications will be submitted to the state FSD coordinator, although the local institution will have accumulated a number of individual activity applications compiled to make the DAU.

The information which must be included on each activity application (individual or DAU) is as follows:

    Institution name
    Activity title
    Activity date(s)
    Activity location--city, state
    Number of participants
    Name of individual or group
    Specific need
    Outcome expected--objectives to be accomplished
    Estimated cost (see chart of accounts below)
    Signature--applicant, FSD coordinator
    Date submitted, Date approved
    Activity narrative (mandatory if DAU)

FSD-3, Budget Summary. The FSD-3 form gives a FSD budget summary of estimated income from normal revenue sources and matching allocation of state funds and of estimated expenditures for the various activity applications. The summary lists activities by DAU titles, with total estimated expenditures for each (without breakdown into account classification). This budget summary is submitted with the annual program proposal and serves to govern FSD expenditures during the fiscal year.

(2) Program Reports. The annual FSD program report is composed of three major divisions, utilizing three forms.

FSD-4, Activity Evaluation and Status Report. A separate report for each approved activity application (FSD-2) must be made. The FSD-4 should be completed at the time of completion of an activity by the individual participant or by the supervisor of the group of participants.

Evaluation criteria are set in the FSD-2 activity application by the individual applicant or by the supervisor of the group of applicants as the predetermined measures by which the outcome should be

judged; the measure to which a given activity accomplishes its end (outcome in relation to cost) is the basis of accountability. The FSD-4 report, therefore, consists of two parts:

Funds Data. Each application for activity approval (FSD-2) includes an estimate of expenditures for the activity; each evaluation and status report (FSD-4) must give the actual cost of the activity. The compilation of data from individual activity reports will give the data for a DAU report (FSD-4) by the FSD coordinator. This data will be reflected in expenditures recorded in the fiscal year budget summary (FSD-5).

Activity Status and Evaluation. The status and evaluation report provides for a detailed report of status and evaluation of each activity. An adequate narrative must be attached to the FSD-4 report, giving the evaluation of the activity. The participant's narrative should document briefly but adequately the results/outcome of the activity. The institutional narrative should include data such as list of participants, titles of courses, names of professional societies, and/or other appropriate information. This DAU report information will be reflected in the annual institutional evaluation of activities (FSD-6).

FSD-5, Year-end Fiscal Budget Summary. This document provides breakdown exhibit of funding sources (revenues allocated and committed) and expenditures made for all activities of the fiscal year ended on June 30. All expenditures reflected under FSD-5 column designated "Approved (FSD-2)" must be consistent with approved line items on the application for DAU approval (FSD-2) and the actual expenditures reported on the DAU evaluation and status report (FSD-4). This report will also reflect funds budgeted for restricted-sponsored FSD activities described in an application for activity approval (FSD-2). Restricted-sponsored revenue should be disclosed to the extent expended during the report period. The FSD-5 carries DAU titles with costs for each listed by account numbers.

FSD-6, Annual Institutional Evaluation of Activities. This report provides a summary exhibit of status and institutional evaluation of each and all activities of the FSD program for the fiscal year. The report lists all DAUs by title, and provides information covering activity status, evaluation, and actual costs. The evaluation criteria are set in a "Key for Institutional Evaluation of Activities."

(3) Use of Forms and Account Numbers. In making activity applications and evaluation and status reports, each member of the faculty and staff should understand and be prepared to use the standard forms and the current FSD chart of accounts. Given on the following pages are copies of the forms established for use in

preparing the FSD proposal and the FSD reports.* Following the
forms are exhibits of "Development Activity Titles (DAUs)," with
account numbers applicable to each, and a summary statement covering
"FSD Accounting--Number, Title, Explanation."

The FSD program proposal for the institution is composed of the
FSD-1, the FSD-2 for each DAU, and the FSD-3. Two copies of the
proposal are submitted, on or before July 15, of the fiscal year, to
the state FSD coordinator. After review, one copy will be returned
to the institution FSD coordinator.

The annual FSD report for the institution is composed of one
copy of the FSD-4 for each DAU, one copy of the FSD-5, and one copy
of the FSD-6. This report is made to the state FSD coordinator on
or before August 15, following the end of the fiscal year.

The state coordinator for the FSD program will prepare an annual
report, with exhibit by institution. The institutional reports
(FSD-6) will provide the information for the state TEC System report.

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*Blank forms are provided separately to the FSD coordinator for
multiple reproduction as needed. The established forms are to be
used in the institutional FSD proposal and FSD reports.

FACULTY AND STAFF DEVELOPMENT PROGRAM

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INSTITUTION

July 1, 19____ to June 30, 19____

ANNUAL INSTITUTIONAL EVALUATION OF ACTIVITIES

Title and Objectives of Activity (DAU)	Number of Employees	Status of Activity; C, IP, NC	Success of Activity: Rate 3 to 0	Value of Activity: Rate 3 to 0	Total Cost To-Date
POSTSECONDARY EDUCATION					
Formal courses on campus or off campus, credit or noncredit, postgraduate or undergraduate	____	____	____	____	$____
ON-CAMPUS SHORT COURSES					
Short courses to improve skills in instruction, continuing education courses	____	____	____	____	____
ON-CAMPUS WORKSHOP/SEMINARS/CONFERENCES/ INSTITUTES					
Consortia or intrainstitutional workshops, etc.	____	____	____	____	____
OFF-CAMPUS WORKSHOPS/SEMINARS/CONFERENCES/ INSTITUTES					
Consortia or interinstitutional workshops, etc.	____	____	____	____	____
PROFESSIONAL SOCIETIES					
Memberships, dues and travel	____	____	____	____	____
EDUCATIONAL FIELD TRIPS					
Field trips to TEC and other institutions and to business and industry	____	____	____	____	____
FSD RESOURCE CENTER					
Educational supplies and equipment	____	____	____	____	____
EDUCATIONAL LEAVE					
Postsecondary education or work with business or industry	____	____	____	____	____
TOTAL	____			TOTAL COST	$____

(Note: See Key for Institutional Evaluation of Activities)

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FACULTY AND STAFF DEVELOPMENT PROGRAM

SOUTH CAROLINA TECHNICAL EDUCATION SYSTEM

KEY FOR INSTITUTIONAL EVALUATION OF ACTIVITIES

(To be used with Exhibit of Annual Program Summary)

Status of Reported Activity (Check the status activity at date
of report.)

    __C__   Activity has been completed. (Completed - C)
    __IP__   Activity is in progress and will be continued. (In
            Progress - IP)
    __NC__   Activity never started or started and abandoned.
            (Not Completed - NC)

Success of Reported Activity (Check item which most accurately
describes the institutional evaluation.)

    __3__   Achieved objective; desired outcome essentially
            realized; considered highly successful by
            participants.
    __2__   Considered moderately successful; worth time and
            money; outcome considered worthwhile by
            participants.
    __1__   Cannot be evaluated at this time - activity still
            in progress; operating according to plan.
    __0__   Not successful; was planned but abandoned; approach
            must be revised if the activity is to be repeated.

Value of Activity (Check item which most accurately describes the
institutional evaluation.)

    __3__   Very valuable; activity highly recommended for FSD;
            well worth cost of time and money.
    __2__   Marginal value, yet worth repeating with better
            direction and participation; worth the cost of time
            and money.
    __1__   Neutral value - must completely revise approach if
            repeated; not worth the cost of time and money.
    __0__   Not recommended; benefits disproportionate to costs;
            not be repeated.

DEVELOPMENT ACTIVITY TITLES (DAUs)

In-service development activities that are separate in action but are of the same kind or type can be classified in combination, forming a Development Activity Unit (DAU) under one general title – an overall strategy to actualize a general objective.

1. POSTSECONDARY EDUCATION
   Formal courses on campus or off campus, credit or noncredit, post-graduate or undergraduate, without tuition reimbursement or with tuition reimbursement in total or in part, pursued independently or as a part of a curriculum leading to a degree, diploma, or certificate.
   Tuition Reimbursement
   Salaries Paid to Visiting Instructors

2. ON-CAMPUS SHORT COURSES
   Short courses to improve skills in instruction, planning, decision making, task execution, multi-media use, continuing education courses – with or without CEUs.
   Salaries for Visiting Instructors

3. ON-CAMPUS WORKSHOPS/SEMINARS/CONFERENCES/INSTITUTES
   Consortia with other institutions or intrainstitutional workshops, etc., on campus, with or without consultants, with or without CEUs.
   Educational Consultants – honoraria, travel and subsistence
   Educational Supplies
   Registration Fee (if applicable)

4. OFF-CAMPUS WORKSHOPS/SEMINARS/CONFERENCES/INSTITUTES
   Consortia with other instituitons or interinstitutional workshops, etc., off campus, with or without consultants, with or without CEU.
   Travel and Subsistence
   Registration Fee

5. PROFESSIONAL SOCIETIES
   Membership dues and travel.
   Membership Dues
   Travel and Subsistence

6. EDUCATIONAL FIELD TRIPS
   Field trips to TEC and other institutions and to business and industry.
   Travel and Subsistence

7. FSD RESOURCE CENTER
   Educational supplies and equipment.
   Educational Supplies
   Educational Equipment

8. EDUCATIONAL LEAVE
   Postsecondary education or work with business or industry.
   Salaries (Stipend)

FSD ACCOUNTING - NUMBER, TITLE, EXPLANATION

SALARIES
   Salaries of visiting instructors for on-campus courses (not
   honoraria for consultants). This account covers also stipend
   (salary) for Educational Leave (substitute's salary not allowed
   from FSD funds.)

TRAVEL AND SUBSISTENCE
   Authorized institutional travel expense for individual or group
   for approved FSD activity and approved in conformity with state
   law governing mileage and per diem. (Travel expense for attendance
   at institutional association meetings or commuting expense for
   educational courses or for work experience is not covered under
   FSD·funds.)

EDUCATIONAL CONSULTANTS
   Honoraria and other expenses for consultants - on-campus or off-
   campus consortia. Travel for consultants must be charged to this
   account.

EDUCATIONAL SUPPLIES
   Educational supplies for upgrading station, Faculty and Staff
   Resource Center, for use exclusively for faculty and staff
   development, e.g.; professional journals and books, professional
   education modules, and cassettes. This account covers also
   limited expense for duplicated materials for workshops/seminars/
   conferences/institutes, but not costs of personal books and
   supplies, entertainment, "coffee breaks," etc.

PROFESSIONAL MEMBERSHIPS
   Individual membership dues of professional societies (not civic
   nor political organizations). Authorized travel cost within
   limits set by the institution for attendance at meetings of
   professional societies.

TUITION REIMBURSEMENT
   Tuition for approved postsecondary courses, in total or in part,
   and course related fees, if any. (Reimbursement is not allowed
   for travel, cost of books and supplies, and incidental fees.)·
   This account covers also registration application for off-campus
   workshops/seminars/conferences/institutes. Registration fees to
   cover incidental expenses for on-campus workshops, etc., whether
   in consortia or intrainstitutional may be covered by this account.

EDUCATIONAL EQUIPMENT

Expense of educational equipment is restricted exclusively to purchase for FSD Resource Center. Equipment must be specialized equipment which is essential to faculty and staff development and must be used in an innovative application. It may not duplicate nor replace available equipment nor meet regular institutional equipment needs. Special justification must accompany application for purchase approval.

FACULTY AND STAFF DEVELOPMENT PROGRAM
FLORENCE-DARLINGTON TECHNICAL COLLEGE

INTRODUCTION

In-service faculty and staff development has been a strong
policy at Florence-Darlington Technical College since the institu-
tion began operations in 1964. All means and methods available--
within budgeting limitations--for in-service training have been
employed for the professional development of faculty and staff.
Now, with the initiation of a new TEC-wide program for faculty and
staff development, Florence-Darlington Technical College will be
able to fulfill more appreciably its ever-expanding needs in the
area of professional development for its instructional and adminis-
trative personnel in keeping with budgetary provisions under the
guidelines of the new TEC-wide program.

The program for faculty and staff development at Florence-
Darlington Technical College has two primary goals: (1) to assist
faculty and staff to upgrade the competencies, both personal and
professional, required in their present positions so they may
fulfill more ably their commitments to quality education in the
South Carolina Technical Education System, and (2) to provide means
by which faculty and staff personnel may increase their capabilities
and knowledge in order to enhance their possibilities of advancement
within the TEC system.

The phrase "faculty and staff" is considered to cover teaching
faculty, administrators, and other non-teaching personnel such as
those concerned with clerical, maintenance, and janitorial areas,
as well as auxiliary employees. Each full-time employee of
Florence-Darlington Technical College, classified or non-classified,
without regard to sex, age, religion, race, color, or national
origin, may participate in the program, subject only to restrictions
inherent in particular activities and to budgeting limitations.

JUSTIFICATION OF FSD
PRIORITIES OF EMPHASIS

It is believed that, in the best interests of professional
development at Florence-Darlington Technical College, initial
emphasis should be placed on using funds budgeted for professional
development to subsidize payment of tuition for reimbursable
course work in post-secondary education, payment of dues for
membership in professional societies, and funding of workshop-
seminar related expenses. These three activity areas seem most
vital at present to the professional development of faculty and
staff at the institution.

In regard to the subsidization of course work in post-
secondary education, a survey of approximately 58 full-time faculty
members in January, 1975, revealed that 12 of the number had no
post-secondary degree at all; 3 had an Associate degree; 18, a
Bachelor's degree; 23, a Master's degree; 1, a Master's degree
plus 30 hours; and 1, a Doctor's degree. At the level of 48 full-
time administrators, 30 had no post-secondary degree; 13 had an
Associate degree; 6, a Bachelor's degree; 7, a Master's degree;
and 2, a Master's plus 30 hours. From these statistics, it is
obvious that taking course work leading to a post-secondary degree
is urgent for numerous faculty and administrative personnel, with
the priority of funding to be received by those with no post-
secondary degree for reimbursable course work leading to a degree.

Secondly, the use of funds budgeted for professional develop-
ment to pay dues for membership in professional societies hardly
needs justification. Through meetings of professional societies
and organizations--and through publications sponsored by such
groups--the individual faculty member or administrator is kept
abreast of the latest developments in his particular area. These
developments may include new equipment, new methods, and new
techniques for upgrading instructional or administrative procedures.

Workshops and seminars, from long experience in academia,
have their own special value in the process of upgrading and
updating faculty or administrative personnel in their specific
areas. Whether short-term or longer-term, whether local or else-
where, well-organized workshops serve the immediately practical
purpose of bringing together faculty and administrative personnel
with consultants who are specialists in their particular fields
for the rapid dissemination of information on the latest equipment,
methods, or techniques in individual instructional or adminis-
trative fields. These workshops have been found to pay rich
dividends of professional development.

FACULTY AND STAFF DEVELOPMENT PROGRAM
FLORENCE-DARLINGTON TECHNICAL COLLEGE

July 1 to June 30

BUDGET SUMMARY

ESTIMATED REVENUE

Allocation from Normal Revenue Sources	$17,102.00	
Supplemental Allocation from State Funds	17,102.00	
Total		$34,204.00
Other Income - Capitation Grant		2,500.00
Total Estimated FSD Revenues		$36,704.00

ESTIMATED EXPENDITURES

From Institutional and State FSD Funds
    Activity:

1. Workshops/Seminars/Conferences/ Institutes	$18,029.00	
2. Professional Societies	3,090.00	
3. Post-Secondary Education - Off-Campus	12,085.00	
4. Contingency	1,000.00	
Total		$34,204.00

From Other FSD Income - Gifts,
Grants, Etc.

    Activity:
    National League of Nursing
    Workshop $ 2,500.00

    Total Estimated Expenditures $36,704.00

FACULTY AND STAFF DEVELOPMENT PROGRAM
FLORENCE-DARLINGTON TECHNICAL COLLEGE
INSTITUTION

APPLICATION FOR ACTIVITY APPROVAL

*Activity Title Workshops/Seminars/Conferences/Institutes-Off-Campus

Activity Date(s) July 1-June 30   Activity Location to be arranged

Number Participants_____ Name of Individual or Group Staff & Faculty

Specific Need: Improvement of technical skills, teaching

 techniques, and administrative techniques.

Outcome Expected (objectives to be accomplished): To maintain

 currency in technical areas, upgrade teaching techniques, and

 improve administrative procedures as related to pertinent admin-

 istrative and academic areas; to grow professionally by receiving,

 assimilating, and disseminating the skills and knowledges made

 available by consultants at workshops, seminars, conferences, and

 institutes held off campus.

ESTIMATED COST:	Approval Requested	Other	Total
	$	$	$
Salaries			
Travel	16,029.00		16,029.00
Educational Consultants			
Educational Supplies			
Professional Memberships			
Tuition Reimbursement			
Educational Equipment			
Total Estimated Cost	$16,029.00	$	$16,029.00
Total Approved	$16,029.00		
(By Director FSD, State Board)			

Approved:

_____   _____
(Applicant's Signature, as   (Coordinator's Signature)
   appropriate)

Date_____ Date_____
*(Please list each separate activity on separate activity sheet;
   attach narrative and specific documentation as appropriate. This
   form may be reproduced as needed.)

JUSTIFICATION FOR FSD FUNDING
FOR WORKSHOPS AND SEMINARS

The Allied Health Division emphasizes the fact that much new
and detailed technical information pertinent to paramedical and
paradental areas may be acquired only in hands-on settings. Work-
shops and seminars concerned with new equipment, new techniques,
or new areas of knowledge represent the best method of passing this
information from expert to instructor to student. In the past,
workshops, practicums, and seminars have regularly been invaluable
for technical-skill development, and the Allied Health Division
places third priority on FSD funding for this area. The Business
Division places second priority on workshops and seminars, citing
specifically the helpfulness of Gregg Workshops and Accounting
seminars. The Engineering Technology Division places no less than
first priority in this area of FSD funding, mentioning the need
for workshops in such areas as semiconductors, construction, and
computerized agricultural production, and computerized drafting.
The General Education Division gives third priority to funding for
workshops and seminars, emphasizing the two-way exchange of inno-
vative ideas through the hearing and sharing of new information in
workshops and seminars organized in specialized fields. The
Industrial Trades Division considers these activities as the most
important ones in professional development for instructional
personnel in that particular division, mentioning the value of
Workshops in Machine Tool Technology, Automotive Technology, Air
Conditioning, Aircraft, and Communications and Industrial
Electronics. The Industrial Trades Division, therefore, gives
first priority to workshops and seminars. The Continuing Education
Division places third priority on workshops and seminars in
specialized and relevant subjects for reasons paralleling those
expressed above.

FLORENCE-DARLINGTON TECHNICAL COLLEGE
INSTITUTION

APPLICATION FOR ACTIVITY APPROVAL

*Activity Title___Post-Secondary Education - Off-Campus_____

Activity Date(s)_July 1-June 30___Activity Location__to be arranged__

Number Participants_____ Name of Individual or Group_Faculty & Staff_

Specific Need:__to upgrade staff and faculty academically_____

Outcome Expected (objectives to be accomplished):__Acquisition of____

__Associate and/or Bachelor's Degrees by non-degreed personnel;_____

__further post-graduate work by those with Bachelor's Degrees or_____

__Master's Degrees; enrichment of management techniques and proce-___

__dures on part of staff; enhancement of instructional procedures____

__and management techniques through keeping current and innovative___

__on part of faculty._____

ESTIMATED COST:	Approval Requested	Other	Total
Salaries	$	$	$
Travel			
Educational Consultants			
Educational Supplies			
Professional Memberships			
Tuition Reimbursement	12,085.00		12,085.00
Educational Equipment			
Total Estimated Cost	$12,085.00	$	$12,085.00
Total Approved (By Director FSD, State Board)	$12,085.00		

Approved: ..

_____   _____
(Applicant's Signature, as   (Coordinator's Signature)
   appropriate)

Date_____   Date_____

*(Please list each separate activity on separate activity sheet;
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JUSTIFICATION FOR FSD FUNDS
FOR POST-SECONDARY EDUCATION

In the Allied Health Division, the major interest in post-
secondary education relates to the post-baccalaureate level, since
most instructors therein already possess a bachelor's degree.
The Allied Health faculty must work toward master's degrees in
their relevant specialties for their own enlightenment (new
knowledge and techniques) and for the purposes of meeting the
more stringent requirements for professional accreditation antici-
pated in the near future, particularly in regard to accreditation
by the National League of Nursing (NLH). Allied Health faculty
members are college oriented, and FSD can and should reimburse
them for course work leading to advanced degrees. The Business
Division personnel are composed of four instructors with master's
degrees, six with bachelor's, and one with an associate degree.
Post-secondary course work is being pursued by seven instructors
at present. The priority of FSD funding in the Business Division
should begin in the area of tuition reimbursement for course work
in post-secondary education leading to a degree. The Engineering
Technology Division places second priority on post-secondary
courses which include training in teaching and counselling
principles through courses in education, as well as programs such
as USC's APOCEE program, through which the divisional personnel
may enroll in courses in their specialty areas. In the General
Education Division, instructors, to be proficient in their
academic fields, should have master's degrees, as recommended by
the Southern Association of Schools and Colleges. Four divisional
instructors are currently pursuing course work toward master's
degrees in their respective specialties and should receive
priority of funding for reimbursement of tuition. The Industrial
Trades Division places second priority on post-secondary education,
with a number of the instructors needing associate degrees. Their
post-secondary programs should include both practical college
courses and college courses in teacher management. The Continuing
Education Division places first priority of FSD funding on reim-
bursable tuition for courses leading to post-secondary degrees,
beginning with those personnel who may not have obtained associate
degrees as yet.

FLORENCE-DARLINGTON TECHNICAL COLLEGE
INSTITUTION

APPLICATION FOR ACTIVITY APPROVAL

*Activity Title___Professional Societies._____

Activity Date(s)_July 1-June 30___ Activity Location__Not Applicable__

Number Participants_____Name of Individual or Group_Staff & Faculty_

Specific Need:__Contact with peer groups and professional groups;_____

___need to keep current and innovative through publications sponsored___

__by professional societies, as well as regular meetings._____

Outcome Expected (objectives to be accomplished):_To maintain_____

___currency in technical and professional skills; to employ inno-_____

___vative ideas in management and instruction as feasible; to clarify__

___and seek solutions to management or instructional problems common___

___to various administrative and academic areas._____

ESTIMATED COST:

	Approval Requested	Other	Total
Salaries	$	$	$
Travel			
Educational Consultants			
Educational Supplies			
Professional Memberships	3,090:00		3,090.00
Tuition Reimbursement			
Educational Equipment			
Total Estimated Cost	$ 3,090.00	$	$ 3,090.00

Total Approved
(By Director FSD, State Board $ -3,090:00

                                   Approved:

_____   _____
(Applicant's Signature, as   (Coordinator's Signature)
   appropriate)

Date_____   Date_____

*(Please list each separate activity on separate activity sheet;
   attach narrative and specific documentation as appropriate. This
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JUSTIFICATION FOR FSD FUNDING
FOR PROFESSIONAL SOCIETY MEMBERSHIPS

With regard to the value of memberships in professional
societies, the Allied Health Division gives FSD funding in this
area second priority, because of the imperative need for instruc-
tional personnel in paramedical and paradental areas to keep
abreast of new knowledge and new techniques in their respective
fields. Professional societies, through peer-group meetings and
publications, provide means by which members may become updated
quickly concerning new developments in paraprofessional areas.
The Business Division places third priority on funding for member-
ship in professional societies, with emphasis on organizations in
the accounting, business, and secretarial areas. The Engineering
Technology Division also gives third priority to professional
membership dues, emphasizing the conviction that engineers (and
engineering technicians) should, as a minimum, hold memberships in
the American Society of Engineering Education, along with memberships
in their own disciplinary societies. ASEE provides excellent
peer-group meetings and literature pertaining to educational
techniques as well as technical applications both academically and
technically oriented. The major disciplinary societies provide
peer-group meetings and literature which are primarily current and
technically oriented. The General Education Division places second
priority of FSD funding on professional society membership, citing
the value of meetings and publications of professional societies
in English, mathematics, science, social science and criminal
justice. The Industrial Trades Division places third priority on
professional-membership dues, adding such activities as news
letters and plant tours as supplementary to regular periodicals
and meetings. The Continuing Education Division gives second
priority to membership dues, emphasizing the value of related
peer-group meetings and publications in specialized areas.

FLORENCE-DARLINGTON TECHNICAL COLLEGE
INSTITUTION

APPLICATION FOR ACTIVITY APPROVAL

*Activity Title   Short Courses - On-Campus

Activity Date(s) July 1-June 30   Activity Location F-D TEC Campus
                                                     F-D TEC Staff
Number Participants 180 Name of Individual or Group & Faculty

Specific Need: Improvement of technical skills, teaching

   techniques, and administrative procedures.

Outcome Expected (objectives to be accomplished): To keep current

   in technical areas, upgrade teaching methods, and improve adminis-

   trative techniques; to cultivate professional growth by bringing

   consultants to the campus to hold workshops, seminars, conferences,

   and institutes in new developments on administrative and

   instructional levels.

ESTIMATED COST:	Approval Requested	Other	Total
Salaries	$	$	$
Travel			
Educational Consultants	600.00		600.00
Educational Supplies	1,200.00		1,200.00
Professional Memberships	200.00		200.00
Tuition Reimbursement			
Educational Equipment			
Total Estimated Cost	$ 2,000.00	$	$ 2,000.00

Total Approved
(By Director FSD, State Board) $ 2,000.00

                                  Approved:

_____   _____
(Applicant's Signature, as   (Coordinator's Signature)
   appropriate)

Date_____   Date_____

*(Please list each separate activity on separate activity sheet;
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JUSTIFICATION FOR FSD FUNDING
FOR SHORT COURSES ON-CAMPUS

As indicated in the justification narrative for workshops, seminars, conferences, and institutes off-campus, the value of such activities, which are often referred to as short courses, is widely recognized. It follows that such short courses on campus provide economical FSD activities that benefit more administrative, staff, and faculty personnel at less cost.

Short courses on campus enable peer groups to meet with visiting outside consultants to exchange innovative ideas, new information, and improved methodology in the various administrative and instructional fields. Through this type of FSD activity, administrators and faculty keep current in their own professional areas. Administrative techniques, technical skills, and teaching techniques are improved through the dissemination of knowledge from consultant to workshop participation in on-campus short courses.

All the divisions--Allied Health, Business Administration, Engineering Technology, General Education, Industrial Trades, and Continuing Technical Education--have placed high priority on short courses, which certainly include all such activities held on-campus (as well as those off-campus). Workshops, seminars, institutes, and conferences held on-campus are economical as well as beneficial.

FLORENCE-DARLINGTON TECHNICAL COLLEGE
INSTITUTION

APPLICATION FOR ACTIVITY APPROVAL

*Activity Title __Workshops sponsored by NLN or ANA to be paid from__ Capitation

Activity Date(s) __July 1-June 30__ Activity Location __Gulf States__ East Coast or

Number Participants __10__ Name of Individual or Group __Instructors__ Nursing

Specific Need: __To keep up with current trends in Associate__

__Degree Nursing education in the U. S.__

Outcome Expected (objectives to be accomplished): __To become aware__

__of new curriculum developments and methods of implementing these__

__developments in current programs; compare scores of students on__

__NLN achievement tests and State Board exams with previous groups__

__of students; to maintain clinical competency; to learn methods of__

__adapting the ADN curriculum to the needs of LPN's.__

ESTIMATED COST:	Approval Requested	Other	Total
Salaries	$	$	$
Travel			
Educational Consultants	2,000.00		2,000.00
Educational Supplies			
Professional Memberships			
Tuition Reimbursement	500.00		500.00
Educational Equipment			
Total Estimated Cost	$ 2,500.00	$	$ 2,500.00

Total Approved
(By Director FSD, State Board) $ 2,500.00

Approved:

_____   _____
(Applicant's Signature, as   (Coordinator's Signature)
   appropriate)

Date_____   Date_____

*(Please list each separate activity on separate activity sheet;
   attach narrative and specific documentation as appropriate. This
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A TWO-YEAR ASSOCIATE DEGREE
IN
VOCATIONAL-TECHNICAL TEACHER EDUCATION

Eugenio Basualdo
Edward C. Mann
Tennessee

The need for relevance in education expressed through the unrest
in the mid and late 60's led Marland (1971) to ask the question "what
is right and wrong with education in America today and what can be
done to build on our strengths and eliminate our weaknesses?" He
proposed to strengthen and refashion education through better utili-
zation of the available resources. This Federal support, with voca-
tional education at its core, has encouraged substantial federal and
state legislation calling for changes and expansion at the local level
in the delivery of manpower and vocational education services.

Federal funding for vocational-technical education now includes
monies for: construction of vocational-technical facilities;
expansion of instructional services for special groups; personnel
development; and research and development of new methods and tech-
niques for the delivery of services.

The expansion of vocational-technical education services in turn
has increased the demand for additional qualified vocational teachers.
One recent survey estimated a deficit of more than 5,000 vocational
educators in the United States (Briggs, 1970). Because of the imple-
mentation of the career education concept which offers elementary
students amplified opportunity to develop and secondary career aware-
ness students more exploration and preparation in the trade and
technical education areas, shortages of vocational educators may
already have surpassed the 1970 estimate. If these conditions are
prevalent then additional teacher preparation programs of good
quality are imperative.

Traditionally, many state vocational education boards have con-
tracted with four-year colleges and universities to provide pre-
service and in-service vocational teacher preparation programs. In
many states, this was done on a geographic basis. Some vocational
leaders feel such an approach fails to maximize the in-service
teacher training effort that is so sorely needed in vocational edu-
cation. The traditional approach has made it difficult for the
in-service teacher to enroll in related area courses that could
simultaneously provide opportunities for personal and professional
development.

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One alternative to this dilemma is to provide an associate
degree program for both the pre-service and in-service vocational-
technical teachers. Ideally, the program would be offered at two-
year, postsecondary institutions within commuting distance of the
students. These two-year programs would work cooperatively with
state boards for vocational education and with other colleges and
universities offering vocational teacher education programs thereby
assuring quality programs needed by the vocational schools being
served, reducing duplication of services, and maximizing articulation
between associate and baccalaureate degree programs throughout that
state.

The Need for Vocational-Technical Teacher
Education Programs in Tennessee

With Tennessee being among the leaders in providing statewide
comprehensive vocational opportunities in the schools, there has
been a constant shortage of qualified vocational-technical teachers.
This problem will be compounded   h the implementation of the State
Comprehensive Vocational Education Act of 1974 which has a goal of
making vocational-technical courses available to 50% of the ninth
through twelfth grade students and 5% of the adults. It has been
estimated that there would be a need for 1,528 additional teachers
in Tennessee by September, 1978, to meet these expanded programs in
just grades 9-12.

In addition to the demand rising from the need for new vocational-
technical teachers, a recent survey of 548 teachers in twenty-six
area vocational-technical schools, three technical institutes, and
nine community colleges revealed that sixty-five percent (356) of
the personnel were enrolled in or planned to enroll in teacher edu-
cation programs. Over fifty percent of the teachers lacked any formal
practice teaching experience and did not hold a state teaching
certificate. More than two-thirds of the teachers indicated that
training in the following areas was "necessary" or "very necessary"
in their teaching careers: curriculum development; writing of per-
formance objectives; writing of course outlines; selection of teaching
methods; testing and evaluation techniques; laboratory shop organi-
zation; student motivation; student in' raction in new activities;
and diagnosis of learning problems (B vn, 1974).

Vocational-technical teacher education programs must meet the
needs of both current and future pre-service and in-service teachers,
and these programs must be offered within commuting distance for the
teachers in the field. In the past, vocational-technical teacher
education programs have been offered at designated colleges and uni-
versities that have not always been accessible to teachers in the
field. This situation limited the opportunity for many teachers to
pursue studies leading to a degree which would enhance their pro-
fessional development and improve the quality of their classroom
teaching.

In an attempt to remedy this situation, the State Technical
Institute at Memphis with the support of the State of Tennessee
Department of Education, Division of Vocational-Technical Education,
implemented a two-year associate degree program in vocational-
technical teacher education. This program can serve as a vehicle
for professional improvement by encouraging teachers to work toward
receiving academic certification in exchange for the time and effort
that they expend. With the two-year associate degree program,
teachers can enroll in courses for development and improvement of
their teaching skills and at the same time work toward fulfilling the
requirements for an associate degree.

Role and Scope of the State Technical
Institute of Memphis

The State Technical Institute of Memphis was created as a mandate
of the Tennessee General Assembly under House Bill No. 633 which
stated:

> A regional technical school shall be established by the State
> Board for Vocational Education in such location or locations
> as it may deem necessary to provide technical training and said
> regional technical school shall function as a two-year terminal
> training center for the purpose of (a) training engineering
> technicians for industry, and, (b) preparing the student to earn
> a living as a technician or technical worker in the field of
> production, distribution, or service. In addition, the Voca-
> tional Education Act of 1963 and the Vocational Amendments of
> 1968 require state-wide planning in vocational-technical edu-
> cation to include institutional objectives and mission as well
> as individual student occupational objectives.

The State Plan for Vocational-Technical Education approved by
the State Board for Vocational Education on November 4, 1971, stated
that:

> It shall be the mission of the State Technical Institutes
> during the five-year period (1971-76) to continue to solidify
> and to improve the programs now in existence and to add pro-
> grams of study in the fields of engineering, physical science,
> and computer science technologies to meet the needs of the
> area served by each institute, the intent of the Legislative
> Acts, both State and Federal, and the policy statements in both
> criteria and objective above. In addition, the State Technical
> Institutes shall work and cooperate with other institutions
> to establish in vocational-technical education an open-ended
> curricula to allow students at any level to enter employment
> or to continue formal education with minimum disruption or
> loss of credit. In no instance shall the objective, content,
> or practices of the State Technical Institute programs indicate
> its primary purpose to be a feeder to a baccalaureate program.

College transfer credit shall be, at best, only a by-product
of the technology program. State Technical Institutes are to
be Certificate and Associate Degree granting institutions and
the growth into or the offering of a baccalaureate degree
program is not the mission of Tennessee's State Technical
Institutes.

It shall be the mission of the State Technical Institutes to
develop and maintain minimum standards for each technology
offered. The minimum standards of the technical institutes
are to give primary emphasis to the serving of Tennessee's
industrial needs for technicians in the fields of study
offered by the institutes. This mission has generated and
will continue to generate the exceptional acceptance that these
programs now enjoy. It is strongly felt that if the mission
of the technical institutes is broadened to include a two-year
college transfer curriculum or a wider span of vocational
training programs, the emphasis and acceptance of the present
and future technical programs by both the public and industry
would be lost in the multi-purpose, comprehensive programs of
this broadened mission.

The role and scope shall be periodically examined and updated.
If this examination points to a need for change or exception,
upon the approval of the State Board for Vocational Education,
a program may be offered even though it is outside the role
and scope of Technical Institutes, as defined above.

Due to the urgent need for qualified vocational-technical
teachers in West Tennessee, the State Board for Vocational Education,
in the Spring of 1973, authorized the State Technical Institute at
Memphis to offer the courses necessary to fulfill the teacher edu-
cation requirements which is concurrent with the Professional
Improvement Plan established in the State Plan for Vocational
Education.

Implementation of the Professional
Improvement Plan for Vocational Teachers

Within the spirit of the Professional Improvement Plan, the State
Technical Institute at Memphis went a step further by developing an
associate degree program in vocational-technical education which
encompasses the courses required for state certification. This pro-
vided the opportunity for many teachers to pursue studies leading to
a degree that would enhance their professional development and
improve the quality of their classroom teaching. A two-year associate
degree program in vocational-technical teacher education at post-
secondary institutes can serve as a vehicle for professional improve-
ment by encouraging teachers to work toward receiving academic
certification in exchange for the time and effort that they expend.

With the two-year associate degree program, teachers can enroll in courses for development and improvement of their teaching skills and at the same time work toward fulfilling the requirements for an associate degree. In general, individuals pursuing the associate degree (1) receive credit for previous skill training and experiences; (2) take professional vocational-technical teacher education courses; and (3) broaden their experiences in related studies as determined by their individual backgrounds and goals.

There are three major components of the vocational-technical curriculum at the associate degree level, embracing a total of 112-128 quarter hours of credit: (1) the vocational-technical specialty (48 quarter hours); (2) professional vocational-technical education (20-28 quarter hours); and (3) related courses (44-52 quarter hours).

I. The Vocational-Technical Specialty (48 hours)

In this component the student earns credit in his specialization area. A minimum of 24 hours credit must be achieved in one specific vocational-technical specialty. They may earn credit through any combination of the following four mechanisms:

1. Any United States Armed Forces Institute course or test, military service school, college level entrance preparation test, or college level transfer credit related to a vocational-technical specialty whether or not offered at a degree granting institution.

2. Formal courses, courses by independent study, and credit by examination from any department offering a technical major in the degree granting institution with at least 24 hours of credit in one department.

3. A maximum of 24 hours credit may be earned for teaching experience. One quarter credit for each 36 shop/laboratory hours or 12 lecture hours of verified teaching experience in each non-duplicated vocational-technical course.

4. A maximum of 24 hours credit may be earned for work experience. Twelve credit hours will be given for each year of verified work experience beyond the three years required for admission, at the technician or journeyman level in a vocational-technical specialty.

The non-traditional variety of options provides the student an improved opportunity to fulfill the technical specialty requirements. It encourages individuals of diverse backgrounds to enter into a teacher education associate degree program which in turn will improve the profession of vocational teaching.

II.   Professional Education Courses (20-28 hours)

The course work in the educational component should be assigned to fulfill requirements for the associate degree, and the vocational-technical teacher certification requirements of the state.

The following five courses, each for four quarter hours of credit, would meet such requirements: Principles of Vocational-Technical Education; Curriculum Development in Vocational-Technical Education; Instructional Development in Vocational-Technical Education; Vocational Guidance; Directed Vocational-Technical Education Teaching Experience.

An additional two courses would be considered appropriate for vocational certification to fulfill the state's vocational-technical teacher certification requirements of 28 quarter hours. They are: Principles of Adult Education and Seminar in Vocational-Technical Education.

III.   Related Courses (44-52 Quarter Hours)

The courses that each student should take in the related course area will be determined in part by his vocational-technical specialty and the method of achieving credit in the specialty area.

Graduates of such a program could be awarded the Associate of Science or the Associate of Independent Studies. The exact title of the degree would be dependent upon the nature of his specialization and related courses. For example, the Associate of Science degree could be granted to those who complete a vocational-technical specialty in either the science or engineering area and whose related courses coincide with the science specialization concentration or coincide with the engineering specialization concentration. Due to the fact that the State Technical Institute at Memphis encourages students to enroll from non-traditional backgrounds, the Associate of Independent Studies would be offered to these students. There would be no limitation on the number of course hours transferred into the institution, taken by independent study, or credit by examination. Other sequences for acquisition of the associate degree in vocational teacher education can be devised.

Offering an associate degree in vocational-teacher education to current and potential teachers of vocational-technical education should make a significant impact on the quality of vocational education. It is essential that there be an adequate supply of qualified vocational-technical teachers so the demands for competent skilled craftsmen and technicians will be met.

Specifics of the Program

I. The Courses

In developing the associate degree in vocational-technical edu-
cation, the State Technical Institute was already prepared for
delivering the related courses, had established many of the programs
in the specialty areas, and was only lacking the professional edu-
cation courses. Through the utilization of prominent vocational
teacher educators as consultants and through the assessment of the
professional needs required by the Professional Development Plan,
seven courses were determined to be most essential to prepare and
upgrade existing and non-degree teachers in vocational high schools,
area vocational-technical schools, technical institutes, community
colleges, and ther qualified personnel for rewarding careers as
teachers in the field of vocational-technical education.

The first course, Principles of Vocational-Technical Education,
includes the historical development with emphasis on the major
legislative acts; describes the organization and administration of
the different programs; and the planning, development and use of
advisory committees. This course provides a background for the
analysis of evolving concepts in vocational-technical education.

The second course, Curriculum Development in Vocational-
Technical Education, provides for the understanding and the appli-
cation of a systematic approach to curriculum development and
instructional implementation. It emphasizes trade analysis, content
organization, measurable learning objectives, student assessment,
and program evaluation and revision.

Instructional Development in Vocational-Technical Education,
third course, is devoted to the development of teaching methods which
are aimed at meeting the individual learning needs of the students.
This course is closely coordinated to the Curriculum Development
course.

The fourth course, Vocational Guidance, is aimed at providing
an overview of vocational guidance and clarifying the roles of the
vocational teacher and the guidance associate, as well as the role
of the counselor, in assisting the student in his ultimate development.

The fifth course, Directed Vocational-Technical Teaching Experi-
ence, provides for a period of actual classroom/laboratory/shop
practice teaching experience. This experience will be provided in
a vocational-technical high school, area vocational-technical school,
technical institute or community college under the supervision of a
senior instructor and the student's advisor. Emphasis will be
placed upon the achievement of measurable learning objectives by the
practice teacher's students. (Note: Persons with one year of
verified full-time satisfactory teaching experience may receive
credit for this course.)

The following courses, although not required for the associate degree, are offered for those who desire to complete the vocational-technical teacher education requirements for the Tennessee Teacher's Certificate.

Principles of Adult Education describes the nature, extent and significance of adult education including basic, vocational and continuing education with special emphasis upon adult learning and methodology at both the secondary and postsecondary levels. It is designed to familiarize the vocational-technical teacher with the unique characteristics and the major learning problems of the adult student. Emphasis will be given to an analysis of various methods and techniques suited to the adult learning environment. Modern practices in planning and developing a curriculum applicable to any vocational-technical specialty will be pursued.

The last course, Seminar in Vocational-Technical Education is devoted to the pursuit of special problems, new trends and innovative developments in the field of vocational-technical education. Topics and methods of presentation will vary depending upon the needs and interests of those involved. Likely subjects will include current practices in the areas of occupational analysis, curriculum development, learning and methodology, management of the learning environment, cooperative programs, school safety, multi-media learning centers, equipment and facilities, and youth club activities.

In addition to the formal course offerings, twice a year the State Technical Institute offers a two-day (10 hour) in-service program for newly hired vocational teachers. It has been mandated by the State Board of Vocational Education that all new technical teachers attend one of the in-service programs. These programs are offered at two strategically located areas in West Tennessee, thus, enabling all new teachers to be within commuting distance.

II. The Faculty

To successfully carry out the program, a well qualified group of vocational-technical educators is required. The State Technical Institute at Memphis created a vocational education faculty utilizing the expertise of three various types of instructors. The first is a core of full-time personnel selected for their specific expertise in areas of the course offerings. The second type is a group of part-time instructors selected under similar criteria to serve specific needs as they arise. The final group of educators are adjunct faculty used in specific courses through cooperation with other institutions of higher education in West Tennessee.

III. Cost and Motivation

Since the State Technical Institute at Memphis is a State aided institution, the cost per course offering is held to a minimum. The students are required to pay five dollars per quarter hour or twenty

dollars per course, plus the cost of the texts. The maximum cost for a full-time student (12 or more quarter hours) is $55 per quarter. However, those students from institutions directly controlled by the State (i.e. the area vocational-technical schools) are exempt from the five dollars per quarter hour charge.

Another motivational force besides the low cost is the fact that the professional courses are offered on a staggered basis at the nine area vocational schools throughout West Tennessee. In addition, the total associate degree program is offered at the Institute and at the Naval Air Station in Millington, Tennessee. The program at the Naval Air Station yields many of the qualified vocational-technical instructors to the city, county and state schools in West Tennessee.

For those vocational instructors wishing more than the State Certification requirements, but because of the distance to State Technical Institute at Memphis or the Naval Air Station, the State Technical Institute accepts all the related courses for the associate degree taken at their nearest institution of higher education.

In addition to all the conveniences made possible by the State Technical Institute, the final motivational factor was established by the State Board for Vocational Education through their recommendation of a two-step merit increase in pay for the area vocational-technical school instructors successfully completing the associate degree program.

IV. Problems and Constraints

The basic problem faced in the two-year associate degree program in teacher preparation is to convert the thinking of the individual from that of a skilled tradesman to that of a professional educator. The time frame of the program makes it difficult to eradicate the strongly instilled attitudes of these craftsmen which must be constantly dealt with during the program. This problem becomes evident in the rate of turnovers occurring within the faculty of the vocational programs. This turnover rate leads to a second problem, that of developing a sequence of courses at the various schools which are essential for the professional improvement of the instructors. A constraint which further enhances the problem is that of economics. It is the policy of the State Technical Institutes to offer courses only when there are twelve or more students enrolled. Although this policy has some flexibility, it cannot be waived constantly.

Another problem faced by the program is that of the differences in the area vocational schools, the city schools, and the county schools as well as the wide range of diversity in the backgrounds of the instructors enrolled in the courses. This diversity of backgrounds and institutional settings creates a high variety of expectations and needs of the instructors. For example, the area vocational school instructors deal largely with adults, whereas the city and county school instructors deal with adolescents.

With many of the future vocational educators enrolled in the program coming from the Navy, there are problems unique to these individuals. First of all, the Naval training programs are so diversified that it is difficult for the individual to make the transition to the specialized vocational programs found in the schools. Secondly, the mobility of the Naval personnel requires a high degree of flexibility on the part of the State Technical Institute at Memphis in order that the students receive as much credit as possible for work completed at other institutions of higher education throughout the country.

The final problem is that a high degree of articulation will be needed with four-year colleges and universities enabling the vocational-technical instructor to continue his professional development with a minimum disruption and loss of credit.

V. Evaluation and Changes

The three major factors used for evaluating the two-year associate degree program in vocational-technical education are the placement rate of the graduates, the acceptability of the program by four-year colleges and universities, and the acceptance of the program by the directors of vocational education in West Tennessee. At this point in time, the graduates who have resigned themselves to education rather than the economics of the technical fields have had no problems in finding positions. For those individuals seeking further education in various parts of the country, as well as in Memphis, they have found high acceptability of the two-year program. And finally, the acceptability of the program by the director of vocational education in West Tennessee is shown through the high cooperation offered. In fact many of the directors themselves are enrolled in the classes.

Through the attempts of the State Technical Institute at Memphis to meet the vocational-technical education needs of West Tennessee, a further extension of the two-year associate degree program has developed. Currently, State Tech is offering a two-year guidance associate program. This program uses two of the vocational-technical teacher preparation courses as its foundation, Principles of Vocational-Technical Education and Vocational Guidance. In addition three other courses have been developed: a course in assessment; placement and follow-up; a course in educational and occupational information; and a course in techniques of counseling. These five courses along with a practicum make up the guidance associate program.

Summary

Offering an associate degree in vocational-teacher education to current and potential teachers of vocational-technical education should make a significant impact on the quality of vocational

education in the states and the nation as a whole. It is essential
that there be an adequate supply of qualified vocational-technical
teachers so the demands of society for competent skilled craftsmen
and technicians will be met.

REFERENCES

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Brown, D. V. The Preparation and In-Service Needs of Technical
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COLLEGE OF THE MAINLAND
EDUCATIONAL DEVELOPMENT GRANT PROGRAM

Donald G. Bass
Texas

The Educational Development Grant Program focuses on innovative
and developmental projects and provides incentives for faculty and
staff members to undertake activities which will facilitate student
learning.

Purpose

The Educational Development Grant Program serves one fundamental
purpose. This purpose is developmental work on the part of faculty
and staff members toward improving student learning.

To this end, Educational Development Services budgets, funds to
finance projects conducted by faculty and staff members either
individually or in groups. The funds will be used to provide
financial grants necessary for execution of the projects. Such pro-
jects may take on several forms, depending upon the requirements of
the specific task.

Educational Development Services shall also assist faculty and
staff with their projects by coordination of human resources with
expertise in learning theories, evaluation, print and non-print
materials, research, computer services, and system approaches to
further insure success.

Applications

Faculty and staff desiring to submit a project should define
the nature of the project and request support through an Educational
Development Grant using an application form. This application is to
be completed and submitted to the Director of Educational Development
Services after receiving the approval of applicant's respective
director or division chairman.

Preparation of the application requires the answering of nine
questions dealing with needs, objectives, procedures, target group,
innovation, facilities, evaluation, budget, and future of the
project.

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Normally applications will be accepted, reviewed, and funded twice each academic year—October 31 and March 1.

An application may be submitted on either date for completion at any time during the college year.

Review Procedures

The completed application shall be submitted through the appropriate division chairman or director to the Director of Educational Development Services.

The Director of Educational Development Services will review, comment on form style, content, and consult with the application to assist in revision of the application when necessary.

The Director of Educational Development Services shall submit the final draft of the application to the membership of the Educational Development Project Committee for review and consultation with the applicant. The applicant is then sent to the appropriate supervisors for review and comment.

The Committee establishes a priority ranking of all submitted proposals and the Director of Educational Development Services shall fund projects according to priority within budget limitations. (An application which is not funded in the first round of evaluation may be resubmitted on the next funding date.)

The Associate Dean for Learning Resources and Educational Development shall contact the appropriate deans to insure compliance with Office of Education requirements, stated goals and objectives, and final approval.

Funded projects are distributed.

Educational Development Proposal Committee Membership

The Educational Development Project Committee shall be appointed by the Committee on Committees from volunteers. Membership shall be for one college year. Every attempt will be made to retain two committee members from the previous year for the sake of continuity.

Representation and size of the committee may vary depending upon the number of volunteers. It is desirable to have those faculty and staff members interested in instructional development and can offer some expertise in learning theories, evaluation, behaviorable objectives, and system approaches would be members. Others may be invited to assist in areas requiring expertise not available on the committee. Permanent members shall consist of the Director of Educational Development Services, Associate Dean for Learning Resources and Educational Development, Dean of Instruction, and Dean for Student Personnel Services.

COLLEGE OF THE MAINLAND
EDUCATIONAL DEVELOPMENT PROJECT
FLOW-CHART

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EDUCATIONAL DEVELOPMENT PROJECT GRANTS

CRITERIA FOR PRIORITISING

1. Highest priority will be given to those projects dealing with College of the Mainland's stated goals and objectives.

2. Improve the quality of learning experiences that will result in more effective and efficient use of resources.

3. A clear-cut identification of need.

4. Number of students affected.

5. Potential application to other areas of instruction or counseling service.

6. Evaluation procedures to be employed.

7. Immediacy of application.

8. Rationale for budgetary requests.

Note: Equipment and capital outlay purchases are not permitted with grant funds.

Grant proposals should not exceed $3,000, however, the Educational Development Project Committee may elect to exceed this guideline amount.

Projects should be primarily concerned with the improvement of teaching and learning at College of the Mainland.

1. NEEDS/GOALS: (What student needs will be served? / Provide specific back-up date.)

2. OBJECTIVES: (How will stated objectives meet needs? Are objectives specific? Describe what it is the project will accomplish.) /

3. PROCEDURES: (Indicate in a step-by-step fashion, if possible, the procedures to be followed in developing and executing the project. Leave as little as possible to the imagination of the Educational Development Projects Committee.)

4. TARGET GROUP: (Is there evidence of effective communication with person(s) to be affected by program? What students are affected? What professional staff will be involved, if any?)

5. INNOVATION: (Does the proposed project offer high promise for improvement over past practices? Or is it the same old thing?)

6. FACILITIES: (What facilities and/or alterations will be necessary for the project?)

7. EVALUATION: (A detailed follow-up procedure to measure impact of project.)

8. BUDGET: (What equipment, supplies, consultants, travel, clerical, and release time necessary for the project? Itemize a cost estimate.)

9. FUTURE: (Potential for addition or regular college program and expansion to other areas?)

M E M O R A N D U M

TO: Faculty and Staff

FROM: Don Bass, Director of Educational Development Services

SUBJECT: PROFESSIONAL DEVELOPMENT DAYS

During the college year there are eleven days designated for pro-
fessional development. Those days in January are 7, 8, 9, 12 and
13. During the past six (6) weeks I have been receiving from almost
every division on campus--suggestions of areas which faculty members
desire to know more about. It has been my intention to discover
these areas, and then to prepare a "menu" of activities from which
you might select one, or more, or even none to participate in.

The following "entrees" are described. Where possible, I have
noted the length, place, time, and leader of the activity. Every
activity has an expected outcome, or inherent promise and you will
have an opportunity to evaluate the experience in that respect.

Please read further.

(P.S. If you care to reserve a spot, tear off the last sheet and
send it to me by December 15.)

ACTIVITIES

1. The Teleometrics experience is based on a series of feedback instruments which are highly structured and germaine to the purposes of the group. The Teleometrics Trainer can aid in the interpretation of the data and there is a theory handout accompanying each instrument. All instruments are self-scoring and thus even the instrumentation phase serves to involve the participant.

The Teleometrics experience is designed to take a full day and is open-ended. The participating group selects by feedback and diagnostic interest area the instruments which address the "purposes" or goals of the participants. Examples of management diagnostics which may be chosen are:

-Management Relations Survey
-Styles of Management Inventory
-Styles of Leadership Survey
-Team Effectiveness Survey
-Group Encounter Survey
-Conflict Management Survey
-Change Agent Questionnaire

The participants meet to participate in the instrumentation process and to experience the feedback concerning the dynamics at play in the division of responsibility. The instruments must be filled out prior to the day's experience and the arrangements must be made in advance in order that the trainer may discuss with the division leader the problems and issues to be addressed.

Length: One day

This is appropriate only as a "division" activity. Over three divisions have already done Teleometrics.

2. Developing Individualized Modules

This activity will involve learning the elements of a sound instructional package. Participants will be able to identify those elements in example modules. Each person will outline a personal module which may be finished later. The beginning elements of the written module may be developed in this session. If time permits, members will examine modules as they exist, and as they are used in programs on campus.

Length: Two days

Minimum number of participants is 8; 15 is the limit.

3. Simulation

This session is designed to introduce the instructor to simulation as learning activity. It will include a survey of research, showing the value of simulation to the learner. Participants should bring course documents; there will be assistance in identifying commercially prepared simulation, and assistance in designing your own. Some campus examples will be used.

Length: One day

The maximum number in each of the two scheduled groups is ten.

4. Higher Level Objectives

This session deals with practice in identifying analysis, synthesis, and evaluation objectives. Participants will write samples of these objectives. Strategies will be provided for designing class activities which will be appropriate for such objectives. Each participant should bring a course document for an analysis of objectives; each should also have added to a document higher level objectives by the end of the session.

Length: One day

Participation is limited to thirteen for each of two scheduled sessions.

5. Implementing Professional Growth and Development

This session is intended primarily for supervisors who deal with the administration of the plan. It will deal with the intent of the plan and the administration of it. This is a self-help, sharing, opportunity. It is hoped that anyone who has questions or answers about the administration of the Professional Growth and Development Plan will attend. Dean Mortvedt will be attending this group.

Leader: Self-help, none necessary

Length: 1-2 hours

Participation is limited to twenty.

6. Information Science

This session deals with information channels within an organization. One should find answers to several questions:

· What are the most effective channels of information in an organization? How do you utilize them?

· What are the characteristics of the organization's "super-
communications?"

· What type of communication characterizes organizations in
time of stress? What channels can decrease stress?

· When will a person be motivated to seek information? Where
will he seek it?

This session should be relevant not only to information science
people, but to faculty and administrators as well--anyone interested
in learning techniques for using and disseminating information.

Length: One morning

7. Adult Performance Level

Adult functional competency research findings. ·

These findings have recently reviewed national attention in News-
week and television. The conclusions about how adults function in
Texas may be startling to some. There will be a discussion of the
implications for educators. This session will be attended by local
I.S.D. personnel, as well as College of the Mainland faculty.

8. Institutional Goal Setting

The goal setting process will enable board members, adminis-
trators, faculty, students, and concerned citizens to develop
institutional goals. Decisions that this group makes will affect
the future of College of the Mainland. It is important that all
groups participate.

The process is highly stylized and is accomplished with a
simulation game--by prioritizing goals and then striving for group
agreement.

In October sixteen individuals participated; the intention this
time is to develop a group of 60-70 from all areas of the community.
A minimum of 15 faculty members will be required; maximum is 20.
The remainder will represent community, board members, and student
groups.

The results of the group will be used in refining College of
the Mainland's goals.

Length: One day

MODEL FOR STAFF DEVELOPMENT

FORMAT		WHO	DESIGN	RESULTS	COST
1. Professional Growth and Development Objectives	(B)				
2. Self-Help	(B,C)			FACULTY	
3. Retreat	(A,C)		· interaction analysis		
4. Publication	(B)		· simulation		
5. Workshop, Seminar, Consultation	(A,B,C)		· building modules		
6. Group Instructional Development Project	(C)		· retraining		
7. Newsletter	(A,B,C)		·.micro-teaching		
8. Travel	(B)		· higher objectives, others		
9. Professional Organizations	(B)				
10. Individualized Searches	(A,B)				
11. Coursework	(A,B,C)				
12. Private and O. E. Institutes	(A,B,C)				
13. Professional Leave	(A,B)				
14. Social	(C)				
15. Other					

A = Training   B = Professional Information

C = Intra-Collegiate Information