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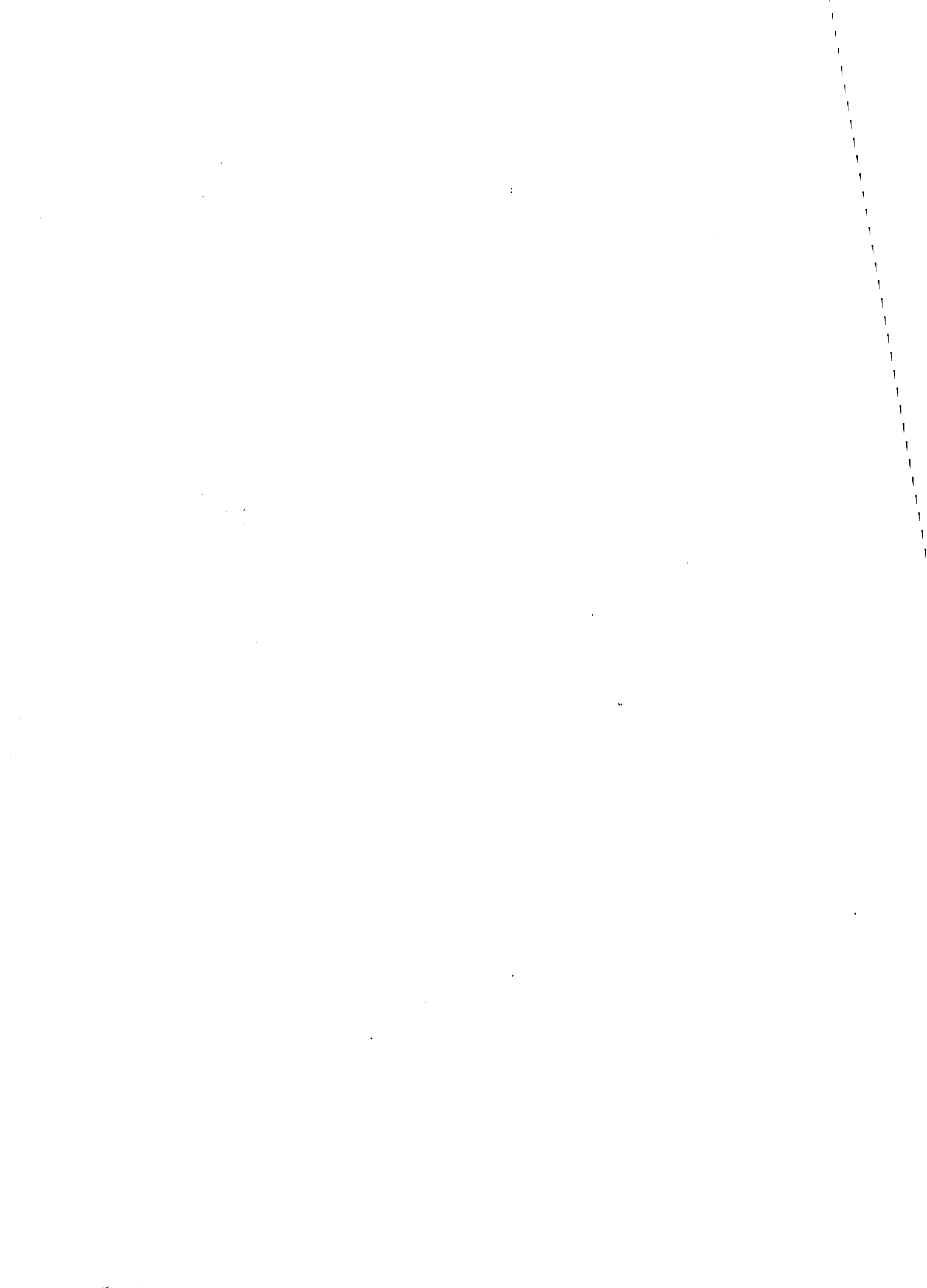
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A SYSTEMS MODEL FOR COMPREHENSIVE STAFF DEVELOPMENT IN THE
COMMUNITY COLLEGE

The University of North Carolina at Greensboro

Ed.D. 1985

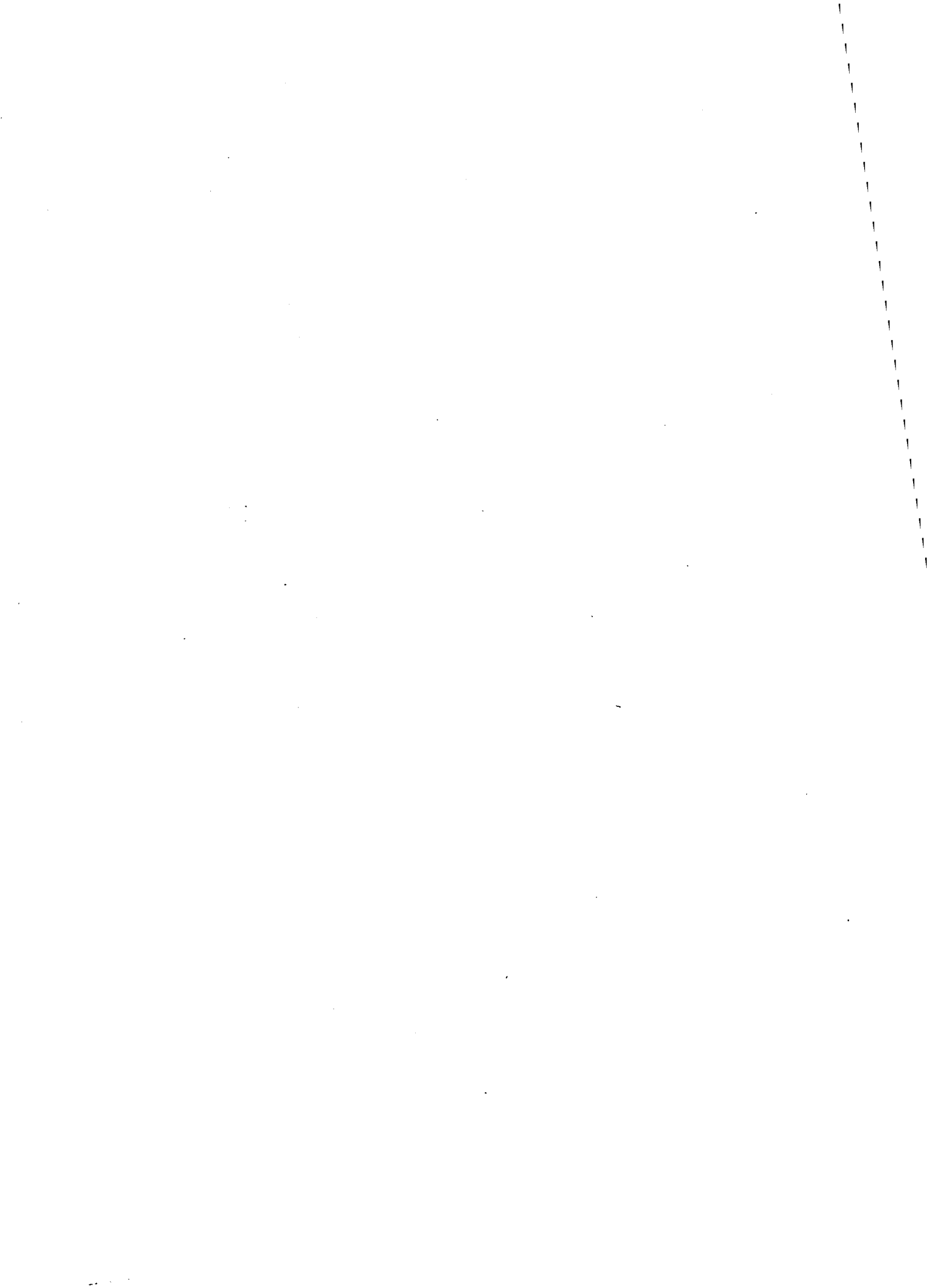
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A SYSTEMS MODEL FOR COMPREHENSIVE
STAFF DEVELOPMENT IN THE
COMMUNITY COLLEGE


by

Elizabeth Tetterton Joseph

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1985

Approved by



Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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Comprehensive staff development gained prominence in the mid-1970's as community colleges expanded the focus of faculty development to include all the members employed by the college. Many models have been developed, but most of these have concentrated on combinations of the components of organizational, professional, and personal development rather than considering all the diverse elements involved in the staff development process.

The purpose of this dissertation was to determine the elements necessary for comprehensive staff development and to develop a dynamic model which builds on these elements and accounts for their interrelationships. A review of the literature was used to determine the elements necessary for staff development. Systems theory was used to determine the interrelationship of the elements. Staff development is an open system. It takes its energy from the community college in the form of staff members, transforms them, and returns them to the work situation of the institution in a changed state. The environment of the institution affects the staff development process and is also considered.

This study found that three subsystems are necessary to staff development: planning, programming, and evaluation. The elements necessary for each subsystem are determined as are their relationships to each other.

A hypothetical situation in which the model is applied demonstrates how the model might be used in a concrete situation. Using a systems model allows flexibility in applying the model. It takes into consideration changes within the environment and allows these changes to influence the process.

This study shows that there are many diverse elements which are interrelated and necessary for successful staff development. It demonstrates that it is possible to use systems theory in order to integrate the various diverse elements involved into a conceptual model. Staff development, using this model, is not a "quick-fix" which creates improvement immediately but is a long-term process which encourages growth in both the individual and the institution.

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Special thanks are extended to my doctoral committee. Without their help and guidance, this pursuit of knowledge would not have been possible. Dr. Richard H. Weller willingly gave his time and support and became chairman when it became necessary. Dr. Terry W. Mullins provided interest and understanding. Dr. W. Hugh Hagaman gave constant support and understanding. And, Dr. Kieth C. Wright guided me with humor and patience through this dissertation. He was always available for advice and support.

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CHAPTER I
INTRODUCTION

Historical Perspective

Although public community colleges can be traced back to the beginning of this century, they developed prominence only in the early 1960's with unprecedented growth and expansion. Because of this growth, staff development was focused on preservice teacher training and the orientation and assimilation of new personnel into the institutions. Staff development at the institution was an attempt to eliminate preservice deficiencies. In 1967, in an inservice training report at El Camino College (California), Gordon Kilpatrick stressed that the purpose of staff development needed to change from correcting deficiencies to dealing with contemporary problems faced by current faculty. This represented a major shift in the thinking of those responsible for community college teacher training from preservice to inservice education (Wallace, 1975, p. 1).

In 1968, the Florida Legislature passed Senate Bill 76X. This bill mandated state funds for staff and program development in the community college system. This was the first time that a legislative body had recognized the need for staff development. In 1969, the Comprehensive Community

College Act was submitted to the United States Congress. Although it was not adopted, this act gave high priority to staff development. The President's National Advisory Council on Education Professions Development later submitted the report People for the People's College to Congress stressing the future needs of community college staff (O'Banion, 1972).

Comprehensive staff development gained national prominence in 1973. At the Second National Assembly of the American Association of Community and Junior Colleges (AACJC) the topic "New Staff for New Students" underscored staff development as a major concern of community colleges throughout the country. It also expanded the target of staff development from inservice training for teachers to include everyone employed by the institution:

Our concept of staff development reflects more than the obvious need to enhance the professional skills of our teachers and administrators and to provide for the necessary orientation and knowing cooperation of those who help to keep the daily business of our institutions running smoothly - the custodians and the secretaries, the paraprofessionals and food managers, the security guards and the telephone operators.

'Staff', in our view, is all those who in their varied capacities help to create and maintain an environment in which our students - whoever they are and whatever their needs may be - can learn what they need to know to increase their skills and to manage their own lives more effectively....the staff of a college is its simple greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment should be helped to appreciate in value and not to be allowed to wear itself out or slide into obsolescence by inattention or neglect.

But in a more crucial sense, a college's staff is the expression of its purposes, the collective manager of its missions. As the college's purposes change and adapt to the social needs of its community, its staff deserves - must have-opportunities to adapt and change, too. (Yarrington, 1974, p.138-9.).

The 1973 National Assembly report resulted in much being written on the importance of staff development. In 1977, a survey of community college administrators showed that they considered staff development a priority. In the same year AACJC conducted four regional workshops on staff development. These workshops led to the formation of the National Council for Staff, Program, and Organizational Development as an affiliate council of AACJC. This interest and the resulting actions have created a continuing interest in staff development.

Reasons for Staff Development

Interest in staff development continued to increase causing it to become a major issue in education. In the '50's and early '60's preservice teacher training was the major form of staff development. As community colleges grew and expanded, faculty members came mostly from secondary school backgrounds so there became a need to correct preservice deficiencies by giving some help in understanding the community college and its students. Rapid expansion and employment mobility led to the belief that it was easier to hire new staff who had the necessary skills and

characteristics than it was to retrain the existing faculty. There was always room and resources were always available for another position. Community colleges, in general, tended to rely on new faculty for infusions of strengths and innovative ideas. However, the late 1960's saw an end to the educational boom. Growth rates declined and with that decline budgets were reduced. With this "steady state" came a reduction in faculty mobility and a low turnover in staff positions. It became apparent that "the faculty and staff that are on board today are the ones who will be manning the institutions for the foreseeable future. New talents and strengths needed to meet the changing demands of college students will have to be developed within the present staff"(Claxton, 1977, p.1). An interest in providing these talents and strengths pushed staff development to higher priorities.

Although reduced faculty mobility and low staff turnover are the major reasons for the rising interest in staff development there are other reasons. Preservice preparation that is still inadequate; changes in technology, in methodology, and in equipment; new techniques for daily instruction; the dissemination of new programs, and a rapidly changing culture to which teachers need to adapt are some other reasons cited (Chapman & Parsons, 1982; Hammonds & Wallace, 1976; Jalbert, 1980). Although many colleges and universities today offer programs in adult and higher

education "few educators have deliberately prepared for the field of adult education. Most have moved into [it] from other areas" (Michigan State Department of Education, 1979, p. iv).

Definitions of Staff Development

Since the early 1970's much interest has been generated in staff development, but even with all the articles that have been written there is still a great deal of confusion as to what the term means. Staff Development has been used interchangeably with faculty development, professional development, and inservice education. Change magazine's publication by the Group for Human Development in Higher Education, Faculty Development in a Time of Retrenchment (1974), focused on faculty issues in four-year colleges and universities. Gaff (1974) concentrated on faculty as the audience for change in Toward Faculty Renewal. In a later work he stated: "Staff development in the field of higher education in the United States is focused mainly on faculty members, by far the largest group most directly responsible for the quality of education" (Gaff, 1979, p. 232). In a 1980 article, he interchanged staff development, faculty development, and instructional improvement. Bergquist and Phillips (1975) looked at the components necessary for faculty development--the major purpose being to improve teaching. O'Banion (1976) uses the term staff development

to mean personal and professional development and uses those terms synonymously. As editor for New Directions for Community Colleges: Developing Staff Potential (1977), he continues this thinking although other articles within the publication use such terms as inservice education, inservice program, continuing education, professional development, faculty development, instructional development, teacher renewal, and management development.

Beamish (1979) noted that a review of the literature would show that staff development, for the most part, is still synonymous with faculty development, that it still carries an inservice orientation. The mission of faculty development is the improvement of teaching and its primary target is the faculty, whereas "staff development is widely considered to be a process of professional growth which is needed, not just by faculty but by all staff from the president to the classified staff"(Beamish, 1979,p.7). Faculty appear to dominate the scene because they are the "preponderant component of any institution's personnel roster and are perceived as being most centrally and persistently involved in bringing its services to the consumer" (Beamish, 1979,p.7).

Inservice education used as a synonym for staff development leads to further confusion of what staff development is. Inservice traditionally connotes imposed activity at elementary and secondary educational levels. Staff development, on the other hand,

is comprehensive and ongoing, unlike inservice training which is superficial and sporadic; that its goal is not simply cosmetic, but addresses the very heart of the institution's life and that the principal defense against an institution becoming obsolete both in its mission and in the processes and services through which its mission is translated into action" (Beamish, 1979,p.7).

Models of Faculty Development

Even with the conflict in the terminology leading to confusion about what the process actually entails, various models of staff development have been offered. Gaff (1975) proposed a model which is recognized as setting forth basic premises for faculty development at the college level. His emphasis was upon improving instruction to students and he distinguished three approaches to this end: faculty development, instructional development, and organizational development. Gaff was concerned with the personal and professional development of faculty in an environment where they can work more effectively.

Bergquist and Phillips (1975, 1977) proffered a model similar to Gaff's. Their proposed model is "based upon the assumption that significant changes must take place at three levels: (a) attitude, (b) process, and (c) structure" (1975,p.182). Their primary focus is on the improvement of teaching beginning with the individual faculty member and extending to the curriculum and the organization. Faculty development must be concerned first with instruction in the classroom which is the primary function of the faculty: "In

this sense, instructional development components are primary, and the personal and organizational components are secondary" (1975,p.184). Faculty development progresses from the improvement of the individual faculty member's skills through curricular changes to organizational improvement.

Staff Development Models

Richardson (1975) offered a different model of staff development. Richardson sees organizational development as tied directly to the provision for individual growth - unless there are provisions within the institution for integrating new information learned through individual development the chances for its effectiveness are diminished. Richardson contended that staff development and organizational development are treated as two separate entities "one representing the acquisition of new information and the other involving reorganization, thus moving old problems to new locations" (1975, p. 303). He suggested a systematic approach allowing the individual's potential to be developed for the greatest benefit of both the individual and the institution.

Gaff and Bergquist and Phillips argue that staff development efforts should be focused on full-time faculty because they are the largest constituent group in the college and they provide the primary contact with the students. Both models suggest three components necessary to effective development: personal (Berquist & Phillips) or faculty (Gaff), instructional, and organizational. Richardson implied

A Conceptual Model

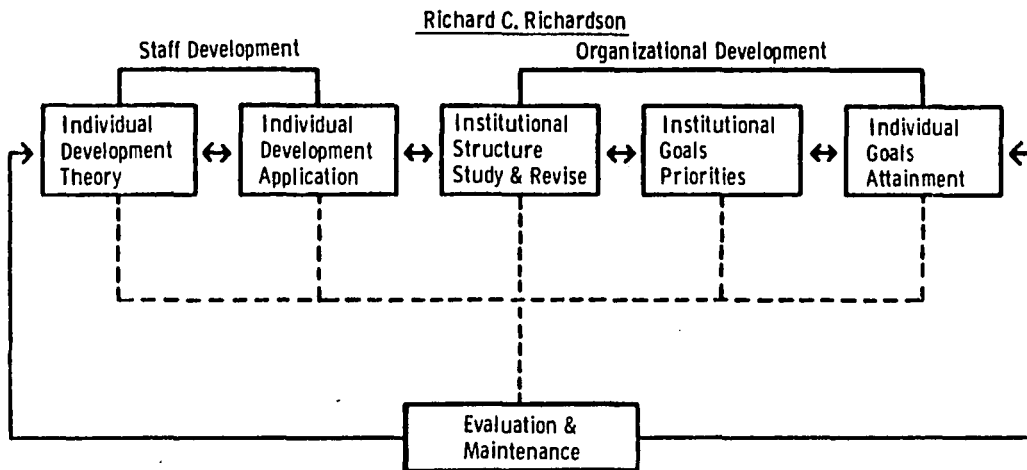


Figure 1. Conceptual Model of Staff Development (Richardson, 1975).

the needs for a more comprehensive participation in which the individual development of all employees is joined with institutional goals and changes. He presented organizational development as an approach which helps staff development occur.

Gaff and Bergquist and Phillips developed their models from the perspective of the four-year institution, while Richardson viewed staff development from the two-year community college. Claxton (1976) used the models developed by both Gaff and Bergquist and Phillips to provide a basis for his model. Claxton argued for a staff development program which is comprehensive and includes instructional, organizational, and personal development components. He also suggested that the traditional approach is giving way to a new approach. Staff development is becoming a central activity related to the mission of the institution rather than an ancillary activity unrelated to the college itself. It has become a voluntary, bottoms-up approach rather than one that is mandated by administrators. It has become a continuous rather than a discontinuous activity. The new approach meets the needs of the staff rather than the needs perceived by the administration. All members of the staff participate rather than only faculty. It no longer centers on instructional development, but includes instructional, personal, and organizational development. Rather than correcting deficiencies only, it is developmental

and growth-oriented in nature. Moreover, rather than considering only instructional goals, "all the goals of the institution are considered and care is taken to ensure there is congruence between the goals of staff development and the goals of the institution" (1976, p. 57).

The North Carolina Department of Community Colleges (1977) proposed a model for staff development which leaves the responsibility for staff development up to the individual, who must create or find opportunities for staff development which relate to the improvement of his particular job or to the goals of the institution. Organizational development is the sum of individual plans.

In contrast, the most recognized model argues that organizational development is an integral part of staff development. This model was developed by Hammons, Watts, and Wallace (1978) and reflects both what has been described in the literature and what they (the authors) found to be components in the colleges in which they worked. Hammons et al. proposed a comprehensive model for staff development with management, faculty, and staff all being involved. Three components are necessary: 1) personal development; 2) professional development; and, 3) organizational development. In doing this, the model focuses on improvements of attitudes of self, on job-related skills, and in the structure and climate of the college. The ideal is an appropriate fit

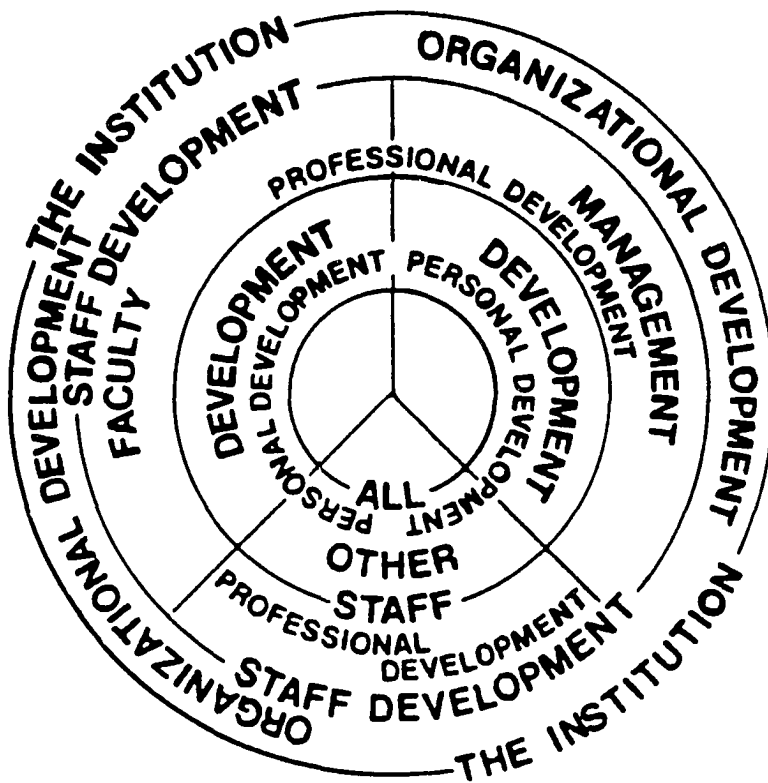


Figure 2. Model for Staff Development
(Wallace, Watts, & Hammons, 1978).

between the individual's personal and professional needs, the institution's needs, and the mechanisms which allow them to mesh.

O'Banion (1976, 1978, 1982), rather than offering a model based on the above components, looked at the elements necessary for establishing a staff development program. He set forth guidelines for organizing staff development functions. His emphasis calls attention to the processes which are needed. The elements or approaches O'Banion focuses on are 1) assessment, 2) statement of philosophy, 3) organization and staffing, 4) activities, 5) incentives and rewards, 6) funding, and 7) program evaluation.

Cooper (1981), in a doctoral dissertation, proposed a paradigm which combines the components of personal, program/instructional, and organizational development with the processes (or guidelines) cited by O'Banion. He developed 21 components which he deemed necessary to staff development: 1) purpose for personal development, 2) purpose for program development, 3) purpose for organizational development, 4) personal development plan, 5) program/instructional development plan, 6) organizational planning and development, 7) staff development personnel, 8) staff development program, 9) authority and accountability, 10) personal funding, 11) program budget, 12) organizational budget, 13) personal programming, 14) program development programming, 15) organizational development programming, 16) personal rewards and incentives, 17) rewards

and incentives for programs, 18) rewards and incentives for the organization, 19) individual evaluation, 20) program assessment, and, 21) organizational development evaluation. His paradigm is an attempt to combine both content and process in a coherent fashion.

The above models have been developed by authorities to include those components which they feel are basic to a comprehensive program. However, staff development is such a complex issue incorporating many diverse elements that many writers and practitioners focus on only one element. Moe (1977) looked at part-time faculty; Smith (1977) considered evaluation and its place in the staff development process. Dillon-Peterson (1981) was concerned with organization development and its relationship to staff development. Others looked at individual institutions' staff development plans or at specific programs. Still others have considered the nature of the adult learner and its meaning in staff development or how politics enter into the process.

In summary, the literature of staff development has provided several models. These models tend to focus on either the content or the processes of staff development. The content models tend to focus on personal (the needs of the individual), professional (the skills needed), and organizational (the needs of the institution) development. Different models place more emphasis on one component than do others. Process models focus on the purpose, planning

organization, funding, activity, rewards and incentives, and evaluation. One or more of these approaches may be included. The models tend to be 1) descriptions of specific programs, 2) drawn from the experiences of those in the field, or 3) conceptual in nature. The models tend to emphasize one element more than the others. None offer a comprehensiveness which would draw all aspects into a whole from which characteristics identifying staff development efforts could be drawn.

Statement of the Problem

While much has been written about staff development in these various ways, little has been done to find the relationships of these works to one another. Do the various works show similarities or do the basic intents of the works dispute each other? Are there systems or elements which can be seen within every institution, or are community colleges so different that there can be no similarities from one to the other? Claxton (1976) found that traditional staff development differed from the "new" approach in eight different ways. Hammons, Wallace, and Watts (1978) found 15 elements that characterized staff development practices. These two works enumerated characteristics which should exist with comprehensive staff development. Are these the only characteristics of staff development or has the field changed and grown so that other characteristics are being displayed?

Development of a systems model for community college comprehensive staff development would give cohesiveness to the study of this field. It would also provide a tool with which to look at an individual institution and determine the effectiveness of its staff development efforts. Staff development needs a systems model that can be used to measure its effectiveness. It has been considered a priority for over a decade within community colleges but has not yet been granted the respect that it deserves due to the lack of a clear set of characteristics that can be used to understand what results can be obtained from comprehensive staff development. Staff development needs to be defined in terms of the interaction of systems elements. This will provide the means for an understanding by administrators, staff, and staff developers, and will help ensure their participation in and support of staff development efforts. Within general systems theory, staff development is composed of many different elements but the whole should be greater than the sum of its parts. Developing a model which exemplifies staff development should bring the parts together to enable community colleges to examine the whole of staff development.

Methodology

The first step in developing a systems model of comprehensive staff development was a review of the literature selected from the literature on community college staff development, primarily from the last five years. However,

earlier works that are basic to the study of staff development were cited as were articles from other areas (e.g., secondary and higher education). Relevant subjects considered in reviewing the literature were personal development, professional development, organizational development, instructional development, management development, faculty development, inservice education, continuing education, client population; assessment, funding, activities, evaluation, statements of philosophy, organization, staffing, incentives and rewards, and the nature of the adult learner.

From the review of the literature a model of staff development was developed and presented. This systems model was then applied to representative community college staff development activities.

CHAPTER II

REVIEW OF THE LITERATURE

It has become increasingly clear that the quality of education in the community college does not depend on numbers of students, or on the diversity of the programs, or on expanded facilities, or on new structures for decision making. Although these factors certainly contribute to the development of quality, the quality of education in the community college depends primarily on the quality of the staff. ... Community college leaders must begin to pay as much attention to their staffs as to student programs, buildings, and organizational structure. (O'Banion, 1976:26)

For over a decade much has been written about staff development and the need for it in community colleges. Models have been offered which focus on various elements of staff development, but one of the consistent findings that a review of the literature shows is the infrequency with which a holistic approach encompassing all aspects of staff development is found. In order to develop a systems model for comprehensive staff development the various elements must be examined separately. This chapter is divided into sections which look at the components of staff development and the practices of staff development.

Components of Staff Development

Professional Development

Traditional staff development began with a concern for improving the professional skills and knowledge of individual

faculty members. "Staff development is widely considered to be a process of professional growth which is needed, not just by faculty, but by all staff from the president to the classified staff" (Beamish, 1979:7). Professional development focuses on improving the skills and the knowledge most directly related to a person's job. Although staff development implies a concern for the needs of the entire staff of an institution, the term still carries a faculty orientation. Professional development is used interchangeably with faculty development, instructional development, management development, and staff development.

The models of both Gaff (1975) and of Bergquist and Phillips (1975) are directed at the improvement of faculty. Gaff's model has two components which are directly concerned with professional growth. Faculty development is directed at helping faculty acquire the knowledge, skills, and techniques directly related to teaching. Instructional development focuses on the technology of learning and is concerned with preparing learning materials, redesigning courses, and systematizing instruction. Gaff later enlarged on his view:

Faculty development is a continuous process of attending to the professional and human needs of men and women on the faculty and the rest of the staff and doing whatever is necessary to make work more productive, relationships more fulfilling, and life more rewarding (Gaff, 1980: 20).

Bergquist and Phillips (1975) view instructional development as "change in process". Bergquist and Phillips'

model, while focusing on faculty, takes into consideration the notion that factors other than professional growth are necessary for development. Their idea of instructional development is therefore broader than Gaff's. Instructional development deals with the primary function of the faculty member. It concerns itself with teaching-learning styles, evaluation, diagnosis, methodology and technology, and curriculum development.

The staff development model proposed by the North Carolina Department of Community Colleges (1977) is based solely on professional development. According to the Comprehensive Staff Development Planning Model, "effective comprehensive staff development plans respond to the professional needs of the faculty or staff member [in order] to maintain a qualified faculty and staff as required by accrediting agencies and other regulatory bodies" (p.5). There are two levels of professional development: 1) maintenance of present levels of efficiency and effectiveness and 2) expansion of competencies and proficiency levels in preparation for new roles and responsibilities. Faculty competencies can be divided into two types -- content and teaching.

Hammons, Wallace, and Watts (1978) divide professional development into three areas. Faculty development is aimed at improving the efficiency and effectiveness of faculty members; management development is directed towards

nonfaculty whose function is to manage a college; staff development is the "appropriate label for programs not oriented to faculty or to management exclusively but are intended for all personnel who staff the college" (p.1). All of these areas are concerned with the improvement of job related skills, knowledge, and attitudes of college personnel.

Beamish (1979) noted the conflict in terminology for professional development by defining inservice education, faculty development, and staff development. Although the term staff development implies a concern which includes total staff needs, it still carries a faculty and inservice orientation. He feels that faculty dominates the staff development scene because they are "the preponderant component of any institution's personnel roster and are perceived as being most centrally and persistently involved in bringing its services to the consumer" (p.7). He added:

Staff developers also believe they know in general terms what staff development means for faculty whereas they are frequently at a loss to prescribe appropriate experiences for the professional growth of administrators or classified staff. Further, the authority of developers is frequently limited to planning, designing, and facilitating faculty development; other personnel being less accessible and manipulable because of barriers such as rank, authority, hierarchy, and unionization. (p.8)

Beamish sees professional development as a synonym for instructional development which includes content and pedagogical competency. It is a continual process in which

the capacities of staff members are fashioned into job specific competencies. Objectives of staff development include competency development in subject matter and teaching skills, and promoting staff responsibility for identifying individual professional growth needs. While faculty development is directed at only one group, it is typical of the total staff development program.

Caffey (1979) surveyed full-time faculty members as to their perceptions of faculty development. He defined faculty development as "the purposeful attempt of institutions to provide for the continual improvement and growth of faculty members" (p.311), but found that the concept of faculty development "retains a vague, somewhat elusive quality" (p. 312). His survey found that faculty members preferred professional development activities which related to teaching performance rather than those which related to institutional or personal needs. They also preferred individual rather than group development.

Lansing Community College has a professional development office to coordinate staff development activities. This office serves as a resource to individuals, departments, and programs in the college. At Lansing, professional development operates at all levels of the college to "seek and consider alternative ways of confronting the challenges -- be it secretarial, custodial, instructional, administrative, or technical" (Cooper, 1979, p. 1) where a need is recognized.

Personal and organizational improvements can result from professional development efforts.

Barwick (1980) used the term cognitive development instead of professional development. "Cognitive development means the development of subject matter skills and teaching skills. Teachers must remain current in their fields. And because we are professionals, it behooves us to improve our pedagogical tools" (p.28). Cognitive development can occur in a variety of ways: workshops, time spent with industry, returning to school, visitations, and current literature.

Beatty (1980) addresses the needs for instructional programs, saying that such programs use faculty development, teaching improvement, instructional development, learning facilitation, professional development, and educational development to mean the same thing. These programs show a concern for the quality of instruction in community colleges. Strategies for instructional improvement are given.

Metro Tech Community College's staff development plan consists of four components, two of which focus on professional development. Faculty development helps members learn new skills and knowledge related to teaching. Instructional development focuses on the curriculum and on ways to improve student learning. Development of more effective learning materials and redesigning curricula are done by involving the staff. Metro Tech's plan shows

similarities to Gaff's model for faculty development.
(Skobjak, 1980)

Jones (1982) argued for professional improvement and growth through continuous research and scholarship. Research has been neglected by community colleges in an effort to emphasize the teaching commitment of the institution, but applied research as opposed to the traditional practice of "publish or perish" can prevent burnout and incompetence while contributing to improvements in teaching.

Karle (1982) considered faculty development and professional development synonymous terms. The purpose is to "make professionals more effective in satisfying their own needs and the needs of their students, their colleges, and the society at large" (p.13) through such traditional activities as attending meetings, traveling, attending lectures, and sabbaticals.

Faculty members are not the only employees of the community college which need to be considered when looking at professional development. Community college administrators and leaders need to be considered when determining the professional needs of staff development. The model proposed by Hammons, Wallace, and Watts (1978) includes management development as a separate component of staff development. They consider management development to be "programs aimed at non-faculty persons whose function is to manage a college" (p.1). Department/division chairpersons can be considered

faculty, management, or both. Later Hammons (1982), in differentiating between organization development and management development defined management development as being oriented toward developing the skills of the individual:

It is often initiated when specific problems in management are detected or as part of an institutionalized training program for one or more categories of personnel. Training to correct specific problems usually consists of short, intensive activities. ... Quite commonly, the results of management development are limited to individual change and are not felt by the manager's organization. (p.10)

Armes and O'Banion (1983) stated that although staff development has considered its primary recipients to be the faculty, management must be considered in staff development efforts. They focused on the chief executive officer of the community college, who is considered to be the force in providing authority and resources for effective staff development but is not seen as a primary recipient of such efforts. For Armes and O'Banion, the first beneficiary of staff development efforts must be the chief executive officer and should focus on what he or she needs to know and what skills are necessary for leadership.

Richardson (1984) feels that management development needs to enable community college administrators to respond to new challenges and changes. The changing principles for leadership and organizational structures need to be addressed. Elsner (1984) indicated that current practices in

both management and faculty development are not providing for leadership. As a result a vacuum is beginning to be noticed. To cope with this vacuum, new leadership and management development programs must be established on both the local and national levels. Bush and Ames (1984) looked at the changes in technology, how that has impacted on the personnel in the community colleges, and the implications for leadership development. Technological advances along with their impact on human resources mean different leadership strategies and must be addressed through staff development.

Although the term professional development connotes the improvement and growth of the skills and knowledge of individuals to fulfill the requirements of their positions, a review of the literature shows that the major emphasis has been instructional development, or improving faculty members. Recently, management development has been included in staff development. Management development is needed to provide for the growth of the professional skills of administrators. A review of the literature reveals nothing of the importance of professional development for other staff members within the community college. Studies show that professional development is preferred over both personal and organizational development by faculty members.

Personal Development

Personal development focuses on the growth of the individual. It is based on the premise that what a person

does professionally depends essentially on where he is as a person.

Claxton (1976) feels that staff development needs to assist individuals in identifying personal goals and objectives. Staff members need to be encouraged to "go through a process of introspection and reflection upon their personal lives, their careers, and their goals in life" (p.29). The environment of the organization should facilitate this individual growth because professional development hinges on the growth and development of the individual. The institution and all its members need to be aware of how adults develop "because different persons are at different points in their development, they will want different things from a staff development program" (1977: 5).

One of the principal assumptions Beamish (1979) presents is that personal development is the core of staff development. The individual is the basic constituency which staff development addresses and as such his continuing personal development is necessary to the successful achievement of other levels and kinds of development. Personal levels of development are based on improving the knowledge and understanding of the individual's professional mission and ethics, his motivation, a clarification of individual goals, job satisfaction, and helping with self-actualization. Drug abuse, assertiveness, and discrimination are topics which Beamish gives as examples of personal development.

Hammons (1979) called attention to the notion that individual performance is improved by focusing on the whole individual not just the part which relates to the job. He called attention to topics which some community colleges have included as part of their staff development programs. These topics include parenting, money management, retirement preparation, diet/weight control, and physical fitness.

Skobjak (1980) reiterated Claxton's premise that what a person does as a worker depends on "where he is as a person". One element of this approach concerns itself with the improvement of human communications and interpersonal relationships. Skobjak suggested life-planning workshops, interpersonal skills training, and counseling as examples of personal development. He also feels that the central purpose of staff development is the most complete development of the "self-directing employee" (p.2) personally as well as professionally.

In "The Liberal Art of Staff Development", Barwick (1980) compares professional and personal development to the terms cognitive and affective. Personal development is the affective part of improvement:

The affective area is amorphous, but for simplicity let us say we are talking about attitudes: attitudes about self, about work, and about the institution. These are sometimes false divisions, for how a person feels about his or her work depends largely on how well he or she is able to do it. (p.28)

Attitude about self concerns itself with the sense of importance and the sense of competence. Attitude about work is concerned with its meaning to the individual and the recognition he or she receives. Attitude about the institution focuses on philosophy and values. The individual needs to understand the philosophy and values of the institution and his or her philosophy and values must mesh with them.

Bergquist and Phillips, in both "Components of an Effective Faculty Development Program" (1975a) and A Handbook for Faculty Development, Vol. 1(1975b), stated that effective faculty development changes people. Personal development must be a component to facilitate changes in attitude. When changes are made professionally they impact on such personal areas as relationships with family, colleagues, students, and even life goals. The purpose of personal development is to clarify values, attitudes, and philosophies and to improve intrapersonal and interpersonal functioning. Bergquist and Phillips discussed five dimensions which relate to personal development: a) faculty interviews; b) life planning workshops; c) interpersonal skills training; d) personal growth workshops; and e) supportive and therapeutic counseling.

In A Handbook for Faculty Development, Vol. 2(1977), Bergquist and Phillips presented personal development as a part of organizational development. They offered activities on

leadership, interpersonal skills, life planning, and values clarification. In A Handbook for Faculty Development, Vol. 3 (1981), Bergquist and Phillips again separated organizational and personal development. Citing the fact that both have been ignored in faculty development programs, they stated that successful faculty development can lead to increased personal growth. However, if

personal development is defined as a direct attempt to increase the self-awareness of faculty as individuals and as people in relationships with others, then it is apparent that most faculty development programs have failed to address the personal growth of their faculty. (p. 167)

Four reasons are cited for this failure: 1) workshops on career development or other areas of personal development may be viewed as irrelevant or self-indulgent; 2) personal development activities may be inherently threatening; 3) personal growth activities violate "both the primacy of cognitive rationality and the insistence on individuality and autonomy" (p.167); 4) few colleges have the resources of a skilled personal growth facilitator. One alternative is to integrate personal development into activities in other components. Two approaches to personal development are discussed--interpersonal skills--theory and training, and personal growth laboratories.

For a community college to cope with major problems, there must be institutional and personal vitality. Effective staff development can insure vitality through personal growth.

Vitality is growing in the game of life and doing it in the context of work as well as in all aspects of life. It is being up-to-date. It is being motivated to engage in activities that exercise meaningfully one's abilities. It is getting the satisfactions that motivate further growth. (DeHart, 1982, p. 13)

To summarize, although personal development has been considered an important part of staff development, it has been neglected in the literature. Personal development must be given attention in staff development efforts in order to attend to the individuals' needs to integrate their own goals with professional and institutional goals, and to develop an awareness of their attitudes about life, the institution, and the job. Many personal development areas have been recognized as important in organization development and have become a part of that area. In order for the staff to remain enthusiastic and to continue to grow professionally, staff development must provide opportunities to grow personally.

Organization Development

Organization development is considered the third major component of staff development. Rather than focus on the individual, organization development (OD) looks at the social situation and provides for improvement in the climate and growth of the organization through communication. OD has become a part of staff development through business practices adapted from the social, behavioral, and psychological sciences; there are two separate developments which merge to form modern OD.

Kurt Lewin's work in the summer of 1946 in the behavioral sciences discovered that furnishing group leaders and groups with information about individual and group behavior stimulated greater interest and appeared to produce more insights than lectures and seminars did. This discovery led to the Laboratory Training Approach and the first T-group workshop in 1947. The first were "stranger" T-groups; these were found to be of little permanent use because participants returned home with new skills that met resistance. "Cousins" T-groups were more effective; people from different departments of the same company were put into the same T-group. In 1957, Douglas McGregor began working with John Paul Jones and Union Carbide to form an internal consulting group in laboratory training. This approach helped to overcome some of the problems of transferring skills from a laboratory setting to the job and the organization. At the same time Herbert Shephard used laboratory techniques in a series of interventions at three Esso refineries: Bayonne, Baton Rouge, and Bayway. He was assisted at two of the refineries by Robert Blake. Their experiments led to several discoveries: top management should be actively involved; team development and conflict resolution should occur with fellow workers; external consultants and internal staff need to work together, and in-house personnel can be used as consultants. More resources were devoted to team development and inter-group conflict management than to T-group therapy (French, Bell, & Zawacki, 1983).

Kurt Lewin was also instrumental in the second approach to OD which ran parallel to the Laboratory Training Approach. Known as the Survey Research and Feedback Approach, information gathered through attitude surveys is fed back into the organization through workshops. This approach began at the Survey Research Center for Group Dynamics at MIT and moved to the Survey Research Center at the University of Michigan under the guidance of Rensis Likert. Lewin's Action Research Model was refined over the years. Data were fed back into the organization through a series of meetings which started at the top of the organization and were shared in what has become known as an interlocking chain of conferences. The workshops centered on utilizing the information for organizational improvement.

The Laboratory Training Approach and the Survey Research and Feedback Approach merged in the 1960's into a system emphasizing the human relationships involved in organizations. It has focused on survey feedback, group development, and intergroup relations.

Organization development is a long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative management of organization culture -- with special emphasis on the culture of formal work teams -- with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research. (French, Bell, & Zawacki, 1983, p. 27)

Staff development began to look at organization development as one of its components in the mid-1970's.

Richardson (1975) felt staff development should be an "integral part of the total process of organizational development" (P.303). He contended that staff and organizational development are treated as two separate entities with organizational development involving reorganization. He suggested a systematic approach with six stages. The first two stages are concerned with the individual in traditional staff development. The next three stages are concerned with the institution: stages three and four look at institutional structures and goals; stage five has the individual identifying his goals and relating them to institutional priorities. The final stage assesses the changes in both the individual and the organization and provides for the maintenance of those changes. These changes are interrelated for a total process of growth and development.

Gaff (1975) considered organizational development the "third major approach used to facilitate the improvement of instruction" (P.75). For faculty to improve their teaching skills they need to have a social situation (environment) which supports the changes they make. Gaff feels that organizational development can overcome some of the isolation that can overwhelm faculty but it needs to be adapted to educational institutions:

The concepts, values, and techniques of organizational development do need to be modified

to reflect the distinctive character of colleges and universities and to help them achieve their own purposes, which are quite different from those of business. (p.83)

Organizational development can be used to utilize work groups, to train campus leaders, to provide training in interpersonal relations, to facilitate faculty development, and to form institutional policies.

In "Components of an Effective Faculty Development Program", Bergquist and Phillips (1975a) looked at organizational development as "changes in structure". In order for changes to effectively occur at an individual level a "faculty development program must be designed to deal with organizational issues and the process of change in traditional decision-making procedures" (p.198). These changes in structures are seen as occurring at the departmental level in decision-making, conflict management, team-building, and management development. In A Handbook for Faculty Development, Vol.1 (1975b), they provided activities for team-building, decision making, and conflict management. Management development, or managerial training, is touched on with the recommendation that management by objectives be considered as the most useful management technique for higher education.

Bergquist and Phillips (1977) placed organizational and personal development together in A Handbook for Faculty Development, Vol. 2. In doing so they charged "Supposedly

committed to the highest moral and intellectual values, higher education is too often the province of triviality and irrelevance" (p.157). Some of the reasons for this are: isolation, powerlessness, too little time, lack of professional growth, emphasis on the rational rather than human potential, and confused values. Organizational and personal development can help to deal with some of these problems. In this volume, the focus is on leadership, interpersonal skills, life planning, and values clarification. In Volume 3, Bergquist and Phillips (1981) take a broader view of organization development:

Rather than describing faculty as a three-part undertaking consisting of instructional, personal, and organizational development, it might be better to identify organization development as the broader concern under which would fall such issues as faculty development, administrative development, and staff development. Improved organizational effectiveness, whether defined generally in terms of instructional success, often involves not only changed policies and procedures but also fundamental changes in the culture of the organization; only organization development is broad enough in its scope and methodology to deal with issues of this magnitude.(p.182)

While most activities in higher education will still be performed by the single teacher in the classroom:

What that teacher can and will do in that classroom is not only a function of his instructional skills and disciplinary competence, but also of the organizational climate within which that teaching takes place. In spite of the large degree of autonomy afforded professors in American colleges and universities, organizational behavior remains a consequence of organizational culture. Only

organization development can provide the means of deliberately changing that climate in ways that will enhance improved performance. Without attention to organizational issues, most faculty development efforts will remain peripheral and even opposed to the dominant value system of the very institution those efforts are intended to serve. (p.192)

Claxton (1976) feels that the essential point of organizational development is to provide for a climate which is receptive to changes in the individual. The place to begin a staff development program is with an assessment of the organizational climate. For staff development to be effective the climate must be open and trusting. Improving the climate of the institution is "a first step, as well as a continuing process, for those who plan, implement, and participate in staff development" (p.28). Later he stated: "Staff development is a vital instrument in planning for human resource development and utilization. As such, planning for staff development, of necessity, becomes an integral part of institutional planning" (Claxton, 1977:15).

Pascal (1978), in a paper presented at the International Institute on the Community College, stated that development programs were useless without the addition of organization development:

OD deals with the larger context -- the pre- and post-workshop environment. Of concern here are problems related to organizational structure, institutional goals and priorities, departmental goals and priorities, institutional reward systems, decision making strategies of administrators, program evaluation, curriculum development. (p. 19)

Hammons, Wallace, and Watts (1978) developed a conceptual model of staff development in which personal and professional development were subsumed under organizational development: "Staff development is not sufficient in itself, changes in the organization may also be needed before the college can function effectively" (p.2). Five areas which organizational development should be responsible for were pinpointed: 1) the allocation of authority and responsibility, 2) the establishment of clear goals and communication networks, 3) the existence of decision-making processes and techniques for solving problems, 4) the fostering of procedures for managing and resolving conflict, and 5) the development of methods for determining priorities. Organizational development is concerned with improving the climate of the institution, "that intangible, but critically important, 'spirit' developing as people work together [which] determines the morale of the staff" (p.2).

Hammons (1978) continued this emphasis in a paper presented at the annual meeting of the National Council of Staff, Program, and Organization Development (NCSPOD). Three factors affect performance: ability, motivation, and the climate of the work situation. Organization development impacts directly on both the climate and motivation. There are several dimensions to climate including status, goals,

rewards, communications, leadership, control, conformity, responsibility, and standards. Organizational development must address these areas for performance to be improved. Hammons' contention was that staff (meaning personal and professional) development can have a negative effect if it neglects to adapt the organization to changes in personnel. He continued these charges in later articles (1982-3).

Beamish (1979), in a study of development services, found that successful change depended far more on the integration of professional and personal development with organizational development than on financial factors. OD components assure the long-term effectiveness of staff development. One of their principle assumptions is that organizational development "provides the context in which the competencies of individual staff members -- as they relate to the complexities of the entire institutional system -- are developed" (p.100).

Kozoll and Moore (1979), in promoting professional growth during fiscal restraint, see staff development related to organizational development in two ways: it draws its objectives from the needs of staff members in relation to organizational goals or missions; it also includes all roles in the organization in a comprehensive educational program. To avoid the failure of staff development, it must be linked to organization development. A four-step process is

proposed: step 1 - individual development theory; step 2 - individual development application; step 3 - system examination theory; step 4 - organizational and individual growth (evaluation).

Skobjak (1980) included organization development as a major component of staff development. It is a way to provide for a more effective setting in which individual development can occur. "Staff growth is aided as a result of seeing themselves and their roles in the larger context of the organization: departmental decision-making, departmental team building, orientation seminars, program fairs" (p.3).

Patrick Henry Community College, in order to improve communications and develop greater staff cohesiveness, participated in a program emphasizing team building. Team building permits members of an organization to spend time together, in order to assess the effectiveness of their interaction, in order to improve group effort and interpersonal relations. The team-building program was divided into three parts. The purpose of Part 1 was to develop interest in and support for team-building strategy and to review the major benefits of team building; Part 2 looked at the characteristics of effective teams; Part 3 encouraged participants to develop team building skills. The conclusion of Part 3 emphasized the fact that team building is a long-range program for improving the effectiveness of a working group (Reece & Cooper, 1980-1).

The Association for Supervision and Curriculum Development (ASCD) focused the efforts of its 1981 Yearbook on the relationships, similarities, and characteristics of staff development and organization development. Dillon-Peterson, editor of the Yearbook, separated staff development and organization development. With OD she discussed the basic assumptions, goals, and conditions needed for success. Roark and Davis created scenarios of inservice programs and discussed how these situations could be improved with the addition of OD. They define OD, the benefits to schools, and the issues OD needs to address. These issues are goal alignment and the relationship of goals to procedures and activities, task and process, information, functional criteria used for decision making and evaluation, and informed choices and personal commitments. The four stages in the Participative Option Development project are explained. Case studies of schools using OD are detailed. For Roark and Davis, staff development and organization development function side by side, with staff development focusing on individual competence and OD focusing on organizational competence.

Walker (1981) looked at the organizational climate and attempted to develop an administrative approach to producing a healthy climate for educational change. He addressed three major questions: the areas of faculty-administrative interaction and which areas have the greatest potential for influencing the environment; effective

administrative influence; and administrative behaviors which promise to be helpful in developing a positive climate. Walker discovered that goal setting in governance, resource allocation, personnel, organization development, and organizational maintenance can influence the environment when these areas interact. He also discovered that the avenues of educational leadership focused upon college mission and goals, provision of clear direction for the college and its participative processes, and support for change efforts by personnel afford the administrator the strongest opportunity to influence the climate for change. Administrators must model the behaviors of openness, trust, honesty, and flexibility in order to promote effective communication. Participatory management is one of the most effective ways an administrator can use to promote a positive climate for change. The greatest potential, however, for climate improvement lies in the development of the organization itself. Walker emphasized assessment of the organization and its conditions for improvement.

In 1982, New Directions for Community Colleges focused its March issue on organization development. Edited by James Hammons, it is considered to be the first major work on OD in the community college. Hammons gave an overview of organization development by answering some of the most commonly asked questions. Hammons differentiated management development from organization development: management

development is oriented toward change in the individual while organization development "focuses on nurturing the ability of the organization (or some subunit) to grow and develop and is initiated when problems in the organization or some subsystem are detected" (Hammons, 1982, p. 10). He explained the difference between OD and other change strategies, the outcomes of a successful OD program, the four steps involved in implementing OD, the prerequisites for successful OD, the strategies or interventions used in OD, and the fact that OD can be implemented successfully at any level of the organization.

Varney (1982) looked at unanswered questions concerning organization development. Our environment and the world economy are shifting from a traditional and stable environment to a highly reactive and constantly changing one; OD is a way of systematically dealing with this change. Change is the direct result of both the social and technical environment. Lifestyles also need to be considered as well as the actual jobs that people perform. OD as a profession and criteria for OD professionals are discussed. Issues and problems are brought to light: 1) a general lack of theory upon which the technology and practices of OD are based, 2) no competency measures and little consistency and agreement as to precisely what an OD person should know, 3) whether OD is to be viewed as an analytical and rigorous research-based process or a soft and personally based process; 4) and, how to evaluate OD intervention and its effectiveness.

Kest (1982) described the Higher Education Management Institute (HEMI) and its efforts in the area of organization development. Twenty-four institutions were selected from over 400 applicants. Forty-five percent of the pilot group were community colleges. Eight characteristics of effective management were developed: open communications, teamwork, participation in decision-making, encouragement of initiative, mutual support, high standards, use of objectives, and performance evaluation. The HEMI program was then designed to improve managerial skills, so that these characteristics can be developed by involving work groups in campus problem solving, training, and development. The six phases are described and explained. The program accomplishments are outlined and the conclusions which can be drawn from the project are detailed.

Baker (1982) discussed the National Institute for Staff and Organization Development (NISOD) and how the partnership which formed it began. In 1977, one million dollars was awarded the University of Texas by the W. W. Kellogg Foundation. The Foundation had awarded this to provide community colleges with inservice training of faculty and staff designed specifically around the educational needs of older nontraditional students. The consortium began with 32 community colleges participating. In May, 1978, the pilot network was expanded to 53 community colleges. These colleges were divided into 12 regions and worked closely with the staff at the University of Texas. Each college

demonstrated its commitment by contributing its own staff, time, and money to the arrangement. The idea of a partnership for training was the central theme. The goals that everyone in the consortium were committed to were those outlined in the Kellogg Grant letter: to establish a major network that would foster more collaboration between colleges; to develop strategies to implement institutional change; to develop quality products; to train community college staff, and to assess program impact. To meet these goals, needs analysis was done at each campus. A campus development team was formed and local and regional workshops were developed. There was also a summer institute which was held. A commitment was made by each community college to participate in these things.

Watts (1982) focused on survey feedback and how it can be an effective OD intervention. Survey feedback is composed of three major components. The first is the use of a survey to gather information from members of an organization, and the second is the feedback of survey results to those who completed it. The third component involves discussing the results of the survey and planning action to overcome or alleviate those factors which hinder organizational effectiveness. In survey feedback, everyone is included in the survey and everyone receives the results. The results are discussed in work teams and there is a definite commitment to developing action plans. Survey feedbacks are

designed to improve the effectiveness of teams, intergroup relations, and the total organization. Organizational members are involved in the choice of survey instruments or in their design which creates more personal involvement in the feedback sessions and less perceived threat from the data. Commitment to change is enhanced, especially if group members know beforehand that follow-up is part of the process. Collecting data through surveys is usually fast, easy, economical, and large numbers of participants can be surveyed without slowing the process appreciably. Watts also pointed out that survey feedbacks can be misused. They can be impersonal and can be misinterpreted. Crucial issues may be missed altogether. The data can be overinterpreted. Research has been done, however, which shows survey feedback improves organizational climate and is the only OD intervention that does. Watts feels that survey feedback has the potential for being one of the most influential OD activities which a community college can use.

McClenney (1982) looked at the role of the community college president in organization development. He feels that no one can expect a consultant to accomplish something that the president is unwilling or unable to do; the president should be the leader in OD. McClenny stressed the fact that no one in the institution has more to gain than the chief executive. He considers the needs of people and the needs of the organization; basic to effective organization

development is an understanding of structural problems which produce behavioral problems. Structural changes may lead to additional behavioral problems such as resistance to change and frustration. Many behavioral problems result from personal problems, lack of skills, and personality conflicts and are not related to structural problems, but attention to behavioral problems without attention to the underlying structural problems may also lead to frustration. OD has to look at a selection of approaches to change; it is very important to select an approach which has been carefully analyzed and the needs of the people and the organization are both considered. McClenny pointed out 10 structural elements which he feels must be clear, reasonable, and understood by all persons in the organization for OD activities to be effective. Assessment is one method of helping the president find out exactly what is happening since many times presidents only hear what others think they want to hear. The president should manage the change process.

While professional and personal development are concerned with individual growth and change, organization development is concerned with the changes and the growth of the institution as a whole. OD looks at the environment of the institution and ways of dealing with this environment so that the opportunities for individual development are enhanced. OD is concerned with communication throughout the institution and adapting to changes in the environment. It

is a "top down" approach to growth as OD needs to be implemented from the upper levels of the administration. OD efforts provide the climate and support necessary for individual change.

Practices of Staff Development

A review of the literature shows that there are a number of practices that are involved in staff development within a community college. These practices can be divided into three general areas: 1) planning, 2) programming, and 3) evaluation.

Planning

Planning for staff development is essential. Without a plan, a staff development program becomes a series of random events, irregular responses to the whim of the moment or popular fads in staffing or institutional activity. A plan also provides an easy reference point to identify successes and failures, achievements, and gaps in staff and organization development. Finally it helps establish priorities in a time when funds are limited. (Kozoll & Moore, 1979, p. 21)

Planning for staff development tries to answer questions relating to the need for staff development, the purposes and goals of staff development, who is responsible for it, and how it is to be financed. Hammons, Wallace, and Watts (1978) listed five planning considerations which they feel are critically important: 1) deciding staff development goals, 2) integrating these with personal and institutional goals, 3) determining staff development needs, 4) defining

role(s) of those responsible for staff development, and 5) determining purposes (p.9). O'Banion (1978, 1982) proposes that staff development planning must consider needs assessment, statement of philosophy, organization and staffing, and funding. This review will look at needs assessment, goals and objectives, staffing, and funding as the major considerations in planning for staff development.

As a part of planning, needs assessment attempts to discover what the institution, department, or individual is and where it should be. Claxton (1976) suggests developing an instrument identifying the strengths of individual staff members rather than looking for the weaknesses. "It gives the staff development program a positive tone which coincides with the redefining of 'development' and gets away from the idea of correcting deficiencies" (p.38). He later suggests (1977) that the office of institutional research and planning be central to assessing the needs and setting the goals for staff development.

Hammons, Wallace, and Watts (1978) stress that needs assessment is a process not only of determining the gap between what is and what should be but a determination of the magnitude of the gap. Potential participants need to be involved in the initial planning because as adults they want to assess their own needs and take the initiative in defining and implementing their own learning. Needs assessments can obtain information from staff members as to their perceptions

of the general nature and direction for staff development and gather data that will provide information for grant proposals as well as determining discrepancies and identifying strengths. Eleven methods for assessing needs are identified and both the advantages and disadvantages of each method are discussed. Questions which must be answered in deciding the best methods of needs assessment are presented.

O'Banion (1978, 1982) offers guidelines for staff development. If staff development is to be purposeful and well defined, a needs assessment must look at four areas: 1) administrative views and support; 2) institutional and personal/professional needs; 3) the present level of staff development activities; and 4) internal and external resources available to the institution. These areas can be determined through informal as well as formal means.

McKay (1979) focuses solely on needs assessment. He finds five reasons for assessing needs: 1) where we are going, how we are going, how do we know when we get there; 2) the diverse backgrounds of faculty; 3) diverse student backgrounds; 4) minimizing resistance to change; and 5) reduction in faculty turnover. Three ways of assessing needs are discussed in great detail with the advantages and disadvantages of each: Nominal Group Technique; Modified Delphi Technique; and paper and pen Surveys. Information gained through using any of these techniques should be evaluated by using information gained from other sources to

reinforce what the needs assessment shows or by following up with shorter, more specific questionnaires.

Needs assessment should make it possible to make a final decision as to the purposes to which a program will be directed. There are two approaches to needs assessment; the most common approach is the discrepancy model which is based on identifying the discrepancy between current and desired conditions. It tries to somehow take into account the relative importance of these conditions to the people involved. The opposite of the discrepancy model is unstructured. It is difficult to replicate since it attempts to expand rather than reduce the needs that are taken into consideration. Rather than deductive, it is inductive, emphasizing processes rather than educational outcomes. Where the discrepancy model is quantitative, the opposite approach is qualitative and is viewed as needs to be addressed. (Churchman, 1980)

The goals of staff development give direction. These should be determined after needs have been assessed. Claxton (1976) identifies two kinds: personal and organizational. In order to be effective, personal goals must be in keeping with the goals of the institution and its divisions.

A survey done in Illinois and Florida assessing the perceptions of community college professionals identified seven goals for inservice staff development. (Novak and Barnes, 1977). This survey divided professionals into three

groups: administrators, faculty, and division chairpersons. In Illinois, all three groups gave the highest ratings to goals related to understanding students and increasing instructional abilities. The Florida group also gave highest priority to developing better teaching skills and techniques and to understanding students, but they also rated understanding the purposes and functions of the community college as a high priority. Low ratings were given to understanding the national mission, increasing a sense of community, and enhancing the personal growth opportunities of college staff. Administrative groups rated assessing and meeting the needs of students top priority while other groups rated increasing the instructional abilities of each faculty member the most important goal.

Rather than discussing the goals of staff development, O'Banion (1978) feels that broad statements of philosophy are important. These statements should relate to the mission statement of the community college and should provide the parameters for the scope of staff development. Staff members throughout the institution should have the opportunity for input into the formulation of a statement of philosophy and should be given the opportunity to endorse it.

In a study to determine what faculty members themselves feel is important in a faculty development program, Caffey (1979) discovered that the three goals most preferred were: 1) the improvement of teaching skills; 2) enhancing the

instructor's knowledge in the subject field; and 3) motivating faculty members to strive for excellence in their performance as teachers. The least preferred goals pertained to overall institutional concerns. This study shows a marked difference in orientation between faculty members and those who have been given the responsibility for staff development.

In 1979, a nationwide survey was conducted in which the goals of staff development were included (Smith, 1980, 1981). 687 community colleges responded with 413 indicating that they had organized staff development. The most frequently mentioned goals focused on faculty rather than the entire staff. The least frequently mentioned goals were in the areas of personal and organizational development. Thirty-one different goal statements were identified; the emphasis was on full-time faculty. This survey led to the following recommendations for goal development:

1. Goals for community college staff development programs be set so as to reflect the total needs of each group represented in the college.
2. Goals for the community college staff development programs be limited in the future so that maximum program impact can be achieved in any given year.
3. Greater emphasis be placed on meeting development goals related to the needs of non-full-time teaching faculty, particularly part-time faculty and non-academic support staff.
4. Greater emphasis be given to development goals designed to help staff members prepare for future roles as opposed to present job responsibilities.
5. Development goals for staff development programs should include specific criteria for the evaluation of goal achievement. (Smith, 1980, p. 57)

Organizing for staff development must be considered in the planning process. Organization and staffing assign the responsibility for staff development. Claxton (1976) suggested four ways to organize and discussed the strengths and weaknesses of each method. One way of organizing is to make staff development the responsibility of the dean of instruction or some other line officer. He warned against this method because such a position should have the responsibility for hiring and firing and it may be perceived as threatening to the employee. Claxton offered two guidelines to help determine how to organize for staff development: 1) provide ways for broad-based support and involvement in planning and implementing; and 2) make one person responsible who has the time to attend to the necessary tasks.

In the survey done in Illinois and Florida, Novak and Barnes (1977) found a variety of ways that staff development was organized. The choices of who was responsible for the overall direction and control included a staff development officer, a released-time faculty member, a college dean, a division chairperson, a permanent committee of faculty, and a formal group of representative staff members. As a whole, the groups viewed all possibilities as "somewhat undesirable". Florida administrators preferred a staff development officer in an administrative position whereas Illinois administrators preferred to have divisions

chairpersons responsible for staff development. Faculty in both states preferred informal structures controlled by faculty.

According to Hammons, Wallace, and Watts (1978), the key element for staff development is the assignment of responsibility for staff development whether it be to a person or to a committee. Staff development can be organized and staffed in various ways depending on the needs of the institution and the purposes of the program. Five approaches to organizing are discussed: 1) the line manager approach; 2) the committee approach; 3) the part-time administrator in charge approach; 4) the staff position with an advisory committee approach; or 5) the industrial model approach. Each model is explained and both the advantages and disadvantages are delineated.

O'Banion (1978, 1982) feels that, while there is not yet one best way to organize for staff development, someone must be in charge. His recommendation was for a full-time coordinator working with an advisory committee. O'Banion went on to discuss those who present staff development programs. Program staff may be staff members who have expertise to share with colleagues. Released time should be provided for these employees. As staff development expands, full-time staff may be necessary.

If staff development programs are to be successful then, the institution must develop its own internal resources to be used on a continuing basis. An occasional shot in the arm by an outside

consultant can be helpful, but it is no replacement for a well developed in-house staff development. (p.15)

When Smith (1980, 1981) surveyed community colleges nationwide in 1979, he found that 207 of the 392 institutions responding had designated a unit or person responsible for staff development. There was a wide variation as to the location of the responsible party. This indicated to Smith that staff development is gaining in visibility and program status, but the need still exists for more organization of staff development efforts.

Funding is a critical issue in planning for staff development. The funds allocated to staff development determine what can be done to provide opportunities for staff development. Claxton (1976) suggests that colleges are spending funds on staff development efforts even though there is no apparent budget. Those monies need to be pulled together so that a comprehensive program can be developed.

It is an odd paradox that colleges that readily budget funds for maintenance and repair of things (buildings, lawnmowers, computers, typewriters) are unwilling to budget similar amounts for maintenance of people. There is no question that, without adequate funding the chances for establishing a viable faculty development program are severely diminished. (Hammons, Wallace, & Watts, 1978, p. 18)

How much is needed depends on the needs identified. As staff development expands, as the number of participants increases, funding should be increased. Ways of economizing

can be found and Hammons, Wallace, and Watts (1978) gave suggestions for doing so. A budget proposal is necessary and should be prepared by the person or unit responsible for staff development if funds are to be made available for that purpose. The same source requesting the funds should control them once the budget has been approved. One way of controlling the allocation of staff development funds is to develop procedures for requesting funds to use for staff development efforts.

O'Banion (1978, 1982) considered funding essential to providing adequate staff development. He listed three sources for funding. Most colleges use local funds to provide for staff development; some states have provided legislation which allocates monies specifically for the purpose of staff development. In some cases, special funding may be provided for special projects; these funds can come from either government or private agencies.

Beamish (1979) feels that, for staff development to be successful, there must be major investments not only in money but in personnel, time, and facilities. The cost of staff development is a major concern and is identified as "one of the principal impediments to implementing and sustaining a successful program" (p.88).

In a survey of Arizona community colleges, Padgett (1979) found that the majority of institutions relied on local district funds for professional development. Others

used regular state funds. One Arizona institution funded staff development from a federal grant.

In the national survey focusing on staff development, funding for that purpose was found to represent 1% or less of a college budget. Smith (1980) found that 237 institutions gave staff development between 0% and 1% of the annual budget; 102 staff development programs received between 5% and 7%; and only 4 received over 10%. The survey also discovered that funding for staff development purposes declined from 1976 - 1979. This led to Smith recommending that:

more colleges set aside at least 2% of their budgets for staff development activities and programs. This is the amount of funding that has been allocated to staff development in Florida's community colleges since 1968, a system that has one of the finest staff development programs in the country. (p.61)

In order to assure the success of staff development, careful planning must occur. A needs assessment must be done in order to determine what should be done to reach the desired level. A statement of philosophy which relates to the mission of the institution, and both short- and long-term goals and objectives should be developed following the needs assessment. The way that the institution organizes and staffs the development program will help determine the success that the program will achieve and must also be considered in the planning process. Responsibility for staff development should be assigned in order to ensure the

effectiveness of the program. Planning should also look at the amount of money necessary and adequate funding should be provided to assure the success of staff development efforts.

Programming

Programming should originate with good planning which includes a thorough needs assessment; it depends on the needs of the college and its employees and varies from institution to institution. The literature is filled with resources for staff development programming. The topic may include descriptions of college programs or lists of potential areas. Hammons, Wallace, and Watts (1978) feel that there are several considerations which programming should include: institutional provisions for individual staff development, scheduling, instructional strategies, incentives for participation, required vs. contractual participation, and promotion of the program. For the purposes of this review these considerations will be divided into 1) the activities involved in staff development, 2) type of participation, and 3) the rewards and incentives used to motivate participants.

Activities involved in staff development run the gamut from research and staying current through reading professional journals to workshops and seminars for both large and small groups. Activities usually fall into the categories of professional (instructional, management), personal, or organizational development.

Gaff (1975) outlined activities which are typical of his three approaches to instructional improvement. Faculty development occurs through seminars, workshops, and teaching evaluations. Instructional development activities are projects to produce new learning materials or redesign courses and workshops on writing objectives and evaluating students. Workshops for group leaders or team members, action research with work groups, and task forces to revise organizational structures can be, classified as organizational development activities.

Bergquist and Phillips (1975, 1977, 1981) presented a series of activities designed to aid in faculty development. These activities have been developed to provide for instructional, personal, and organizational development. This three volume set serves as a basic guide for conducting programs for faculty.

In 1977, Novak and Barnes surveyed community colleges in Florida and Illinois. Part of the survey was concerned with activities involved in staff development. The possible choices included the use of special funds for professional travel, cooperative relationships with other institutions, internal staff members as resource persons, outside consultants, credit and non-credit courses, seminars, and short workshops. In general, all formats were found to be acceptable. However, Illinois administrators did not feel that travel funds were acceptable for staff development; Florida faculty disagreed with administrators that planned

staff retreats were necessary for professional growth. This information gives the impression that staff development "continue[s] throughout the year. Internal and external consultants would conduct activities, primarily during regular college hours, that include simple demonstrations, minicourses, workshops, seminars, and graduate course work" (p.16).

As part of its comprehensive staff development program, DeAnza Community College has a Management Development Program. Although these activities are developed for administrators anyone on campus may participate. Activities include career planning and communication skills workshops, seminars and courses, independent study, conferences, professional improvement leaves, professional association activities, travel, and periodic returns to the areas being managed. Management development activities are necessary because if administrators do not feel that developmental activities are important for them they will not create and support an environment which stimulates development for others (DeHart, 1977).

Activities for part-time instructors are an area of concern. Moe (1977) listed nine which she found in a survey of 114 community colleges: orientations, division meetings, liaison with full-time instructors, workshops, seminars, professional development library, videotape evaluation of

instruction, and instructional development funds. Most of these activities were adapted from those for full-time faculty members. Part-time instructors are also welcome to attend inservice activities designed for the full-time faculty.

Hammons, Wallace, and Watts (1978) stated that staff development should not be limited to group-oriented activities. If staff development is approached from the perspective of individualized development, the limitations of assuming that one program will meet each individual's needs are avoided. This approach must have institutional provisions for individual staff development activities:

- 1) Travel funds to attend professional meeting, workshops, or visit other colleges
- 2) Funded fellowships for staff to pursue extensive curriculum, administrative, or instructional development
- 3) Released time during school year for faculty
- 4) Short-term leaves (with or without pay)
- 5) Sabbaticals (including administrators)
- 6) Tuition payment for graduate work
- 7) Awarding credit toward promotion based on participation in staff development activities
- 8) Providing a copyright policy that encourages development of innovative approaches to problems both in and out of the classroom
- 9) Sponsoring on-campus university courses for staff exchange programs
- 10) On-campus university courses for staff
- 11) Exchange programs
- 12) Provision for a professional development collection within the library
- 13) Providing support personnel, equipment, and supplies needed to facilitate staff efforts
- 14) Employment of a full-time person to facilitate the staff development effort
- 15) Carefully planned preservice programs for new staff

- 16) An appraisal program based on developmental rather than judgemental concerns. (p. 13)

In a study conducted by Caffey (1979) to determine the perceptions of faculty members about faculty development, activities that can be pursued independently or individually rather than structured programs to serve groups of participants were preferred. Six activities were considered most desirable by 90% of the respondents:

- 1) developmental leaves for advanced graduate study of for working on new instructional materials
- 2) travel to attend professional meetings
- 3) graduate courses for credit, offered on your own campus or a nearby university campus
- 4) a professional collection in the library
- 5) orientation programs for faculty new to the school
- 6) released time for instructional development such as designing a new course or program. (p.316)

Forty percent of the respondents rated three activities unimportant or very unimportant:

- 1) staff retreats for entire faculty or groups of faculty
- 2) observation and critique of teaching by faculty colleagues
- 3) videotaping and review of practice teaching sessions with faculty colleagues. (p.317)

Caffey also found that faculty perceived some activities as more available than desirable and others as more desirable than available. Those activities in the former category were as follows:

- 1) consultant visits to campus to speak to faculty gatherings or work with small groups of faculty
- 2) observation and critique of teaching by faculty colleagues

- 3) formal evaluation of teaching by chairperson or dean
- 4) student evaluation of instruction. (p. 318)

The faculty perceived two activities as desirable but not always available:

- 1) financial support for advanced graduate study
- 2) released time for instructional development such as designing a new course or program. (p. 318)

At Lansing Community College professional development includes a wide range of activities. Lansing offers workshops, seminars, sabbatical leaves, conference travel, campus visitations, leaves of absence, field experience and internships, tuition reimbursement opportunities, faculty exchanges with other colleges, special assignments, released time for projects, planning sessions, in-service programs at the departmental level, grant development, equipment training, and program assessment (Cooper, 1979).

North Central Technical College implemented the Instructional Development and Effectiveness Assessment (IDEA) System to determine the activities needed in staff development. This system incorporates the professional development needs of individual faculty members and the long-term needs of the institution. Individual plans and activities were developed from the findings (Groff, 1979).

Kozoll and Moore (1979) also feel the necessity for individual plans for staff development. There are many group activities which can be planned but staff development must include course work at a university or local college,

attendance at professional meetings, participation in conferences and workshops, and self-directed study.

O'Banion (1978, 1982) offered several approaches to staff development activities. If staff development is thought of as a curriculum then activities will be primarily courses, seminars, and workshops. Materials will be developed which can be used for individual or self-instruction. A curricular approach may be the major approach to staff development but other activities need to be included: 1) grants for special projects; 2) activities designed to analyze and improve teaching methods; 3) visits by teams to other colleges to review innovative or exemplary programs; 4) off-campus activities, such as conferences, workshops, retreats, and professional associations, coordinated with followup activities to share the gained information; 5) graduate study; 6) exchange programs, sabbaticals, and internships within the institution; and 7) professional development plans to help staff formalize objectives for professional development.

Padgett (1979), in surveying 18 Arizona community colleges, found that the average two-year college offers nine separate professional development experiences. Of the 18 participating colleges in the survey, 13 offered workshops and professional leaves; 12 offered orientations, seminars, and consultants. Other activities for professional development were travel funds, division meetings, faculty grants,

professional development libraries, graduate credit, liaisons, videotape, exchange programs, retreats, and take-home programs.

Barwick (1980) feels that if teachers are to continue to feel competent, colleges must make long-range efforts to increase their consciousness and skills levels. Teachers must be prepared for diversity. Observation of other practitioners, and professional publications are activities that can be provided. Workshops, conferences, and professional meetings are traditional methods which suffer with financial cutbacks. "In-house conferences are an alternative but have limited impact. Consortia gatherings are unexplored in many areas and could provide an inexpensive way to share ideas and insights" (p.29).

Strategies for instructional improvement can be limitless. Beatty (1980) recommended several. Each contract should include a professional development agreement based on the employee's interests and needs. Faculty orientations for new faculty, a faculty survival guide, faculty task forces in each major program area, faculty resource centers, seminars, division newsletters, an annual commencement, grants funding, and advisory councils to administration are other strategies which can be utilized to encourage instructional improvements.

Halisky (1980) studied five California community colleges' staff development efforts. He found that each college's program differed considerably in makeup and

activities. Among the provisions for staff development were tuition payments for graduate work; personal assessment courses; courses on innovative teaching strategies; videotapes of instructors in an actual class presentation with peer reviews; workshops and seminars on the development of course objectives and outcomes; faculty leaders discussing values about teaching and learning; mastering specific skills of communication; weekend retreats; camp-outs for departments; faculty travel; newsletters; development plans for divisions; leaves; sabbaticals; teaching exchanges; consortia with other community colleges, secondary schools, business and industry; media fairs; visits to other schools; opportunity leaves; and evaluations to assist teachers in becoming better teachers.

In 1976, the California Legislature inaugurated the Flexible Calendar Pilot Program. The instructional calendar for specified community colleges was reduced from 175 days to 160 days with the other fifteen days authorized for staff development activities. Saddleback College was involved in the pilot project. Activities in this program included institution-wide events such as faculty workshops, division shopcases, seminars, media fairs, and forums. Other activities included updating of course content; developing new instructional materials for classroom use; field visits to other college programs or those related to their program areas; new course/program development; major redesign of

courses; exploring alternative instructional methods; developing new materials for course/program evaluation; subject area research; and, broadening professional contacts. Additionally, many faculty members have combined this staff development time with vacation time for travel in which to do research (Lavrakas 1980).

Professional organizations play a role in staff development. One such organization, the Presidents Academy of the American Association of Community and Junior Colleges, is concerned with providing opportunities for chief executive officers of two-year colleges. The Academy provides chances to "exchange ideas, a program of inservice professional development, and a means of expressing concerns of chief executive officers" (McAninch, 1980:19). The Academy conducts seminars on a variety of topics, including marketing strategies, life planning, and board/president relations. Seminars are conducted for experienced as well as new presidents.

Metro Tech Community College (Skobjak, 1980) provides for a variety of staff development activities. A core group of workshops are available on designing effective instruction; test construction and analysis; counseling and advising of students; and creative use of multimedia. Tuition reimbursement, sabbatical leaves, mini-grants for curriculum development, travel to professional meetings, and state, regional, and national workshops are provided for. In

addition to these activities seminars and workshops, special group sessions, field trips and observations, college committees, and graduate and undergraduate courses are offered.

In 1979, a nationwide survey was conducted in which 685 community colleges responded (Smith, 1980, 1981). Of these institutions, 413 had organized staff development programs. The study asked the respondents to estimate the effectiveness of staff development practices used by the college. The availability of travel funds was rated the most effective staff development activity with 73% of the respondents indicating it as effective or very effective. Use of grants by faculty members for developing new or different approaches to courses or teaching, summer grants for projects to improve instruction or courses, and faculty visitations to other institutions (or other parts of the institution) to renew educational programs and innovative projects were also rated as effective or very effective. The least effective activities were those activities which focus on non-full-time teaching personnel. Recommendations for activities which were developed as a result of this study are the following:

- 1) Staff development practices should parallel the staff development goals of the college in order to have the greatest programming impact on the college and its various staff members.
- 2) Those development practices that have proven the most effective over the years for enhancing student learning and for improving community college curriculum and instruction programs should be selected over practices that have not been evaluated.

- 3) Staff development needs assessment of all college staff members should precede the adoption of specific activities for a college's annual staff development program. Activities should then be selected on the basis of need and the goals of the institution so that there is a match between institutional and individual needs.
- 4) Each staff development program contain at least one program for each major personnel group in the college.
- 5) Whenever possible, each staff member should be offered a variety of staff development activities to choose from. Just as students have different learning styles and rates, so do faculty; thus, the need for a variety of approaches.
- 6) The use of professional and personal development plans (growth contracts) for all staff members be considered as a way of individualizing development for each staff member.
- 7) More research be conducted to determine the perceptions of recipients of staff development programs as to the usefulness of various practices. (1980, pp. 58-59)

Vincent (1980) feels that "the time honored routes to faculty development -- sabbatical leave, subsidized travel, and sponsored research -- may not accomodate the weight of present needs and expectations" (p.54). Staff development activities should use these traditional means by extending existing strengths and applying them in new ways. In this context, staff development should be based, not on remediation, but on growth.

Business and industry have placed a higher priority on development than community colleges have. For business and industry, development is a three dimensional process which includes orientation, understanding institutional goals and

preparing to meet them. Activities are provided to this end. Industry also provides activities which assist with the upward mobility of their personnel while community colleges tend to lock their employees into a slot with no encouragement for upward mobility; little is done to prepare for future jobs within the institution. If upward mobility does occur it is the result of the individual setting up personal training goals outside the institution. Community college staff development should look more closely at the model of hiring, developing, and promoting used in business and industry and provide activities along the same lines (Adams, 1981).

The North Carolina Department of Community Colleges conducted a survey to determine the practices in the North Carolina system. 98% of the responding institutions provide staff development activities for full-time faculty; 92% provide for administrators, clerical, and student services personnel. The types of activities provided are: inservice workshops, faculty/staff meetings; attending professional conferences and regional/state workshops, visitation to other technical institutes and community colleges, and educational leave. The three areas which were perceived as having the highest priority by the institution presidents were inservice workshops, seminars, and the like held on campus for faculty and/or staff; travel expenses, registration, for specialized training courses; and industrial leave and/or

industrial exchange programs (North Carolina Department of Community Colleges, 1981).

Urick, Pendergast, and Hillman (1981) look at the necessity of certain conditions being present before any staff or curriculum development activity can be effective. These preconditions are awareness, readiness, and commitment. They used these concepts in designing a short-term intervention workshop. This two-day, twelve-hour activity is designed to develop an awareness of and a readiness for future staff development activities.

White (1981) surveyed 31 two-year colleges to determine the factors involved in professional development and sabbatical leaves. He found two philosophical positions on sabbaticals: 1) the recipient is the primary beneficiary and the institution is secondary; 2) the benefit to the institution is of primary importance. In granting leaves, consideration is given to seniority, past performance, or meritorious work already done. Where sabbaticals have traditionally been granted in the seventh year of service, the survey showed a range from 3 to 7 years of prior service. Sabbaticals must compete with all other activities and projects for funding which limits funds available for leaves. No mechanisms are provided to promote leaves as an on-going and dynamic professional development opportunity. From the survey White concluded that development plans must be more holistic.

They must consist of multi-faceted approaches to attract a broad crosssection of the professional staff. They may still include the traditional sabbatical. ...[but should be used to] encourage staff to return for specialized graduate work... develop new links between private enterprise and public education...exchange positions with professionals in the field...work briefly in another sector of the economy...experience another institution [and]...provide administrative internships. (p.16)

Carol Zion (1981) looked at what must be focused on in order to provide effective development activities. Community colleges must adjust to the changes in the communities which they serve. In order to do so, staff development activities need to focus on faculty attitudes, self-image, adjustment to new roles, organizational and human dynamics, and the ability to include basic skills development in the regular classroom. Faculty will need retraining as they change from one subject discipline to another; activities must be provided so they can obtain required background and credits. Identification of career options and placement services are needed. Workshops on planning for retirement are also important as are examination of the roles of committees, departments, and individuals. Zion also feels that staff development must attend to personnel evaluation and management.

Externships can provide the opportunity for faculty to keep up with changes in the community as well as in subject fields; they can bring relevancy into the classroom when the extern returns. Two-way externships can provide replacements for faculty in the classroom while faculty are being renewed

and updating their skills with business and industry. The Faculty and Community Externship Program at Champlain College has two key components: faculty members can volunteer for full-time teaching-related jobs in the local community while a qualified person from the community can become a temporary instructor (Bridge, 1980). The extern period can be for one or two semesters; the extern is expected to return to his or her previous position for at least one year. The externship program encourages as many people as possible to participate with the idea of maintaining pace with rapid change in knowledge and skills as quickly as possible. Not only does this type of externship provide for staff growth but positive growth and change in the attitudes of college and community leaders also are a result.

Conrad and Hammond (1982) viewed externships as one of three cooperative strategies for faculty development. Externships during the summer result in updating course materials and experiencing new technological advancements. Paired arrangements with faculty from another community college benefit both colleges. These faculty pairs can share interests and expertise while developing or improving courses of study. A third cooperative approach is to pair faculty on the same campus. This is especially beneficial when master teachers are paired with part-time instructors. For these three strategies to be successful, a commitment by both faculty and administrators is required.

DeHart (1982) was concerned with the personal vitality of the staff and the vitality of the organization. Staff development must contribute to vitality by concerning itself with staff obsolescence, providing programs on adulthood theory, career development, and self-understanding.

More opportunity-expanding activities should be provided because vertical movement in a college these days is very limited. Job sharing, job rotation, more frequent and explicit use of temporary assignments, short-term exchanges with other colleges (because term or year exchanges have not worked), and other ways must be explored in order to give people in mid- and late-career a sense of opportunity and challenge, even if it is temporary. These opportunities are important for faculty, management, and service staff. (p. 15)

Hansen and Rhodes (1982) consider formal degree programs as an approach to staff development and look at the options in doctoral programs. Their rationale is that traditional forms of "staff development are influenced by what is educationally fashionable, the orientation of the institution, the interest of administrators, and the availability of resources" (p.52) which may appear fragmented and unsystematic to faculty members. Formal degree programs can be an activity which provides focus and a systematic approach.

Long and Warmbrod (1982) are concerned with community colleges meeting the needs of business and industry. In order to provide instructors in new technology areas, they suggest that companies conduct inservice training for college instructors, allow for hands-on practical experience at the

work site, and encourage attendance at workshops, conferences, and equipment shows by providing grant monies for travel.

Lord Fairfax Community College provides a college teaching center which administers the faculty and staff development program (McMullen, 1982). A variety of services and activities are directed from the center. Among these are: workshops; seminars; internships; externships; periodical collection; mini-grants for travel, tuition, and development projects; orientations; consortium affiliations; handbooks; self-instruction modules for in-service training; and external college tours. The College Teaching Center has upgraded and integrated earlier staff development of the 1970's with additional staff services and resources at a centralized location within the Learning Resources Center.

A common concern among community colleges is the decline of resources for staff development. One method of dealing with this problem has been the formation of consortia. One such consortium to solve mutual and recurring problems and derive maximum benefits from scarce funding was formed by twelve post-secondary institutions in the Cumberland and Shenandoah Valleys, a four-state region. This consortium is a voluntary association. Personnel from member colleges are included in staff development activities on all campuses at little or no cost. This has provided an expansion of activities for all twelve campuses without adding to the cost.

The Dallas County Community College District (DCCD) created the Career Development and Renewal Program (CDRP) in 1974. Its initial purpose was to train staff for placement in three new colleges. Currently, the program offers renewal and career-path training for staff, provides a bank of personnel for internal promotion, and broadens employee understanding of the DCCD and community college education. The program uses three approaches: internships, understudies, and special projects. Activities include an orientation, four workshop sessions, and special activities. Each participant is provided with a mentor; together they develop a set of goals and objectives for the participant (Caswell, 1983).

In 1980, Central Piedmont Community College (CPCC) began a study of quality circles as a staff development activity. Quality circles were implemented in 1981 with 200 of CPCC's 560 employees participated in the first sixteen workgroups. Quality circles are formed to recognize the expertise and contributions of every employee. Members of quality circles learn brainstorming, prioritizing techniques, pareto analysis, force field analysis, and group dynamics and apply these techniques in solving problems to either their immediate situation or to campus-wide problems (Moretz, 1983).

Participation in staff development programs has been a concern of those involved with staff development. It can be

mandatory, voluntary, or contractual. Mandatory participation is required attendance, usually by administrative order. When the amount of time and the type of activities are determined through union's collective bargaining or the employee signs his or her contract participation is known as contractual. In voluntary participation the employee determines what, when and how growth occurs.

Another question which must be answered is who are the participants in staff development activities. Is staff development just for faculty or is it for all staff on campus? Which groups participate if it is voluntary?

Traditionally, a staff development program consisted of the activities planned by an administrative leader or an ad hoc committee; frequently people were required to attend and participate. A new slant on staff development calls for the program to be based on identified needs of the staff and for participation to be voluntary. A program that is coercive almost invariably would be resisted by independently thinking staff members.

Assuming it is voluntary, a very difficult issue arises. If a person needs to grow and improve and knows it, that is fine. But what about the person who needs to take advantage of staff development activities and does not know he needs it? (Claxton, 1976: 42)

If staff development participation is to be voluntary then its activities must be interesting and relevant. Staff development must grow out of the needs of the staff with administrative support and commitment. If collective bargaining is involved, agreements about staff development participation must be included (Claxton, 1976).

Hammons, Wallace, and Watts (1978) suggested that participation can be voluntary, required, or contractual but everything should be done to make attendance voluntary. Staff development is adult development; adults learn what and when they want normally based on an individual feeling of need due to a current problem. "Voluntary participation is always preferable to mandatory attendance by a disinterested and perhaps hostile majority" (p.14).

In his survey of faculty perceptions of staff development, Caffey (1979) found that faculty who are new to an institution or to teaching itself are more likely to participate in a wider range of activities than do other faculty members. He suggests that institutions pay particular attention to activities for these faculty members.

Padgett (1979), in her survey of Arizona community colleges, found that faculty participation in development activities was strictly voluntary in most instances. Two other reasons to participate were given: 1) administrative recommendation and 2) required of all faculty. Regardless of why they were expected to attend, attendance was not a factor in retention or promotion at any institution.

Smith (1980) included participation in staff development activities in his national survey. Staff was divided into five groups: full-time faculty, part-time faculty, college administrators, clerical staff, and non-academic support staff. With full-time faculty he found the most active

participants were "good teachers who want to get better" (p. 32). Younger faculty in their first or second years of teaching and nontenured faculty were only moderately active. The least active group was older faculty with 15 to 20 years of teaching experience. Of the other four groups, college administrators had the highest participation rate. The least involved groups were part-time faculty and non-academic support staff. The fact that part-time faculty is not involved in staff development activities is a cause for concern when one "considers that part-time faculty now outnumber full-time faculty in the community college by an almost 2-1 ratio" (p.33). The recommendation is that new ways of involving more staff members in development programs must be found, particularly for part-time and non-teaching staff.

Roueche (1982a) feels that it is time for community colleges to "get serious" about staff development. He equates voluntary participation with fun-and games activity. Those who already model exemplary teaching behavior are the ones who volunteer to participate. The message is that nothing happens if you don't participate. It's time for college leaders to say:

Staff development is a priority for everybody in the organization. There are a number of days each year when all staff are fully committed: the president, board, administration, business manager, classified staff, faculty and counselors. No excuses, you're paid for these days and all of you will have some choice about activities, but you don't have any option about being here or not being here.(p.19)

If participation is required, the basis for participating is staying employed. However, if staff development is a voluntary activity, then ways must be developed to motivate employees to participate. Claxton (1976) stated that if participation in staff development activities is to be voluntary, incentives need to be built into the program to encourage that participation. Examples of some incentives which Claxton suggested are 1) mini-grants to faculty for instructional improvement projects, 2) travel money, 3) sabbaticals, 4) released time to attend an in-service program on campus, and 5) continuing education credit.

The Illinois and Florida studies (Novak & Barnes, 1977) found that faculty and administrators disagreed as to the importance of incentives and rewards for participation in staff development activities. The faculty felt that salary increases or monetary stipends should be awarded for participating in staff development. Administrators disagreed; Illinois administrators recommended that participation in staff development activities be used in evaluation for promotion and tenure. Florida faculty perceived released time for participation in staff development as a highly desirable where administrators disagreed. The study raised crucial questions as to what are acceptable incentives for staff development.

Hammons, Wallace, and Watts (1978) consider incentives to be attempts at motivating employees. Some incentives can also be considered staff development activities: sabbatical leaves, released time, and faculty fellowships. Others are rewards for having participated:

- 1) consideration for promotion or tenure;
- 2) increases on the salary schedule;
- 3) units or points granted to staff members for use in performance appraisal system;
- 4) direct monetary stipends;
- 5) awarding CEU credits, sometimes accumulated to earn increases on the schedule;
- 6) consideration for merit system pay increases
(p.16)

A very important incentive can be found in the opportunity to participate in staff development activities. Institutional opportunities for personal and professional growth are perhaps the most important and inexpensive incentives that could be expected. Other rewards include released time, promotion, direct stipends, salary increases, institutional recognition, and paid travel. Effective programs need to consider these methods of providing incentives and rewards: the needs assessment should be used to determine which rewards and incentives are perceived positively by staff members (O'Banion 1978, 1982).

Time in which to participate in staff development activities is regarded by some as being important as a motivator. Released time within the professional day is frequently sought.

Participation may [also] be more highly motivated by 1) providing resident resource personnel; and 2) through creative efforts to address needs, whether new or old, in ways which excite the intellectual appetites of staff, elicit real enthusiasm and precipitate both dramatic involvement in the program and effects in every day staff roles and functions. A staff development which is more than just faculty development can in itself motivate the fuller and more genuine participation of all concerned. (Beamish, 1979, p. 91)

Arizona community colleges surveyed by Padgett (1979) mentioned salary or grade increments as compensation for participation in development activities most often. More than one method of rewards and incentives were used by the majority of institutions. Other incentives utilized were 1) grants/project funding, 2) college credits, 3) travel expenses and stipend/per diem, 4) instructional development; 5) sabbatical leaves, 6) released time, 7) professional recognition, and 8) extended contracts.

Recognition is an important incentive for growth. "Recognition is important and becomes increasingly important the longer a person stays at the job" (Barwick, 1980, p. 30). Both formal and informal means can be utilized to recognize not only important events or activities but daily occurrences as well.

Callas (1982) discussed two types of rewards: intrinsic and extrinsic. Both are important in motivating teachers to participate in staff development. Extrinsic factors which he sees as necessary to improve the process of instructional

strategy selection are mini-grants to develop and adapt innovative projects, merit pay, raises, sabbaticals, teaching load reductions, travel funds, promotions, leaves of absence, appointments to key committees, and recognition by both administrators and colleagues. Studies have also shown a willingness on the part of faculty to improve solely on their own desire to improve. "It has been shown that intrinsic rewards frequently relate to non-technical innovations ... while extrinsic rewards relate significantly to technical innovations" (p.6).

Programming is the most visible part of the staff development process in the literature. A review shows that activities involved in staff development consist mainly of professional development for faculty. Organization development activities are gaining importance in the literature and attempts are being made to record activities in that area. Activities are varied and range from sabbatical leaves and other forms of independent study to inservice workshops for large groups of staff members. Topics for staff development activities vary as greatly as do the types of activities. Both depend on the perceived needs of staff members. Participation in staff development activities has been considered either voluntary or required. Surveys have been done which show that, if voluntary, there has been very little participation from the staff as a whole.

There appears to be growing support for required participation in staff development activities. Some activities can also be considered forms of rewards for participation or motivators to renew one's enthusiasm for one's job responsibilities. Rewards and incentives are ways in which institutions seek to motivate involvement in staff development activities. They can be intrinsic or extrinsic with the institution determining the amount and variety of extrinsic rewards offered.

Evaluation

Evaluation consists of three components: needs assessment, program evaluation, and personnel evaluation. Needs assessment has been discussed as a part of the planning process in this review of the literature. Program evaluation is concerned with staff development as a program; it looks at staff development holistically. Smith (1977) states that unless staff development programs can be evaluated, financial and administrative support are not likely to continue. Program evaluation is in its infancy and there are few programs that have effective methods of assessment. There are three possible forms of evaluations to choose from: formative and summative evaluation, goal-free evaluation, and the medical model. Smith gave views on how to organize for and implement a program evaluation based on the formative-summative evaluation model. Assessment must be

made in order to show that funds spent on inservice training do make a difference in student learning and staff growth.

Claxton (1977) delineated some areas where the institutional researcher can provide valuable input into staff development. He can provide assistance in needs assessment and goal setting. The institutional researcher can also aid in evaluation in three ways: providing continuous assessment of activities as they occur, determining the extent to which goals have been met, and devising ways that the information generated in the other two processes can become part of the improvement and refinement cycle of staff development.

Hammons, Wallace, and Watts (1978) focus on the systems approach to program evaluation. Evaluation consists of four ingredients: institutional goals and objectives, needs assessment, a staff development plan, and an evaluation model. Without the first three items the level of evaluation conducted is limited. An open systems model is devised for program evaluation; since staff development does not function by itself, the performance of the individual on the job is the receiving system for staff development efforts. Therefore, evaluation must occur on four levels. Level A is the reaction of the participants to the activity itself; it is how the people participating like the activity. Level B is learning: whether the participants learn what they are

supposed to learn. Level C is concerned with behavior: is the new learning incorporated into the participant's on-the-job behavior? Level D is concerned with results: does what was learned improve job performance? Ideally all four levels must be evaluated, but most program evaluation never gets past the reaction level.

O'Banion (1978; 1982) cited three levels of evaluation that must be used for overall program evaluation: 1) immediate indicators, 2) changes in staff members' behavior, and 3) improved student development. Immediate indicators include such simple measures as attendance figures and direct feedback from participants. Changes in behavior are more difficult to determine because they tend to be seen as more threatening. Methods which can be used are self-evaluation, follow-up interviews, and peer, student, and/or supervisor evaluation. If the climate of the institution is open and encouraging, data gathering at this level is much easier. If the environment is mistrustful or hostile, these techniques will not work. Improvement in student learning is more difficult to determine:

The thesis of evaluation at this level can be stated this way: staff development leads to improved program and organization development that leads to improved student development. This level of evaluation at present demands more measurement sophistication than most community colleges can manage, but it is an important goal for the future. (1982, p. 21)

"In the interest of efficiency, economy, and internal acceptance, an informal, continuous approach [to evaluation] will facilitate integration of the institutional aspects of staff and organizational development" (Kozoll and Moore, 1979: 21). Three issues are involved: internal vs. external personnel, ongoing vs. terminal evaluation, and informal vs. formal methods for data collection. Both internal and external personnel need to be involved in evaluation in order to satisfy both objectivity and economy. Formative and summative evaluations can be used to satisfy the need for both continuous and terminal evaluation. Informal evaluation is subjective, whereas formal evaluation is objective and collects hard data. Using these methods, evaluation has four phases: pre-activity justification, ongoing assessments, large-scale evaluations, and periodic, total, formal evaluation. This will make it possible to assess the quality of programs and the results that are produced.

Churchman (1980) sees evaluation as one of the critical issues for two-year colleges. Evaluation should be used to aid in making major decisions. Four types of evaluation are discussed: needs assessment, implementation evaluation, formative evaluation, and summative evaluation. Formative evaluation is formal and systematic; there are three approaches: 1) treatment-control group experimental designs, 2) analysis of subjective and objective data in an ongoing

analysis, and 3) goal free evaluation. Implementation evaluation looks at the variations in the effectiveness of a program depending on the circumstances. One way is to describe the differences; another way-- the "catastrophe theory"-- looks at the way selected factors are likely to affect program implementation. Summative evaluation determines whether the program is worth the effort or whether there are alternative programs to address the same goals. All four types are necessary for a complete plan of evaluation.

Rhodes (1980) provided three models for evaluation. These models should be the bases for assessing the quality of development programs and activities. The output model focuses the standards of achievement and success on the activities performed and the efforts made. Quality is directly related to the amount of work involved. The output model is easily applied and has relatively few problems gathering data. It can be used to catalog the accomplishments of a program in its initial stages. The outcomes model focuses the standards for achievement on the impact of the program. Quality is determined by measuring the impact on participants and the degree of change toward some end. It is more difficult to implement than the output model; the outcomes model necessitates more complex techniques for data gathering and analysis. The

instructional model is process oriented; its focus is on the design and implementation of the instruction for a program. Quality is determined by the degree to which a program meets predetermined standards. Learning by the participants is viewed as the achievements of the participants, not the program.

Program evaluation has a dual purpose: justifying financial support and providing information to improve or modify services. However, Smith (1980), in his nationwide survey, found that only 25% of the responding colleges had completed a full evaluation of staff development programs. 28% reported a partial evaluation, while 42% admitted that no evaluation at all had been done. Using a criterion-referenced model, Smith assigned to four categories 53 evaluation criteria; these categories were criteria for judging: staff development programs, the effect on faculty, the effect on administration, and the effect on the institution. Of the five evaluation criteria most frequently used, not one is directly related to the effect or impact of the programs on faculty, administrators, or institutions. Smith found that the emphasis has not been on evaluation but priority must be given to evaluation in order to halt declining resources and win further support.

Watts and Hammons (1980) presented an in-depth study of the systems model for evaluation first presented in 1978 by

Hammons, Wallace, and Watts. Evaluations assessing the program is rarely more than on-the-spot ("knee-jerk") reactions rather than remembering that outputs of staff development are inputs of another system; staff development cannot function in a vacuum. Evaluation must consider the impact of the program upon the needs of the institution. Data for evaluation must be collected from staff development activities, its outputs, the receiving system, and its outputs. These four sources result in the four levels of evaluation mentioned previously: A- Reaction; B - Learning; C- Behavior; D - Results. Considerations that must be taken into account in order to utilize this model are the purposes of the evaluation, the stage of program development, resources for evaluation, the politics of evaluation, the extent of evaluation, and timing.

Smith (1981) capitalized again on his nationwide survey with "Evaluation in U.S. Community College Staff Development Programs". Of the 53 criteria in the study the most frequently used criteria in evaluating development were criteria for judging the program. A second finding was that the most frequently used criteria are not necessarily the most frequently met. These findings led to Smith recommending that:

1. Each community college should evaluate staff development programs to determine its impact on the institution and the effectiveness of meeting staff needs.

2. A criterion referenced model should be used to evaluate staff development programs.
3. 5 - 10 percent of staff development budgets should be set aside for program evaluation.
(p.75)

Roueche (1982a) stated that the level of evaluation of staff development stops at determining if the participants had a good time. There is yet a study "to document that the tremendous amount of time, energy, and money which we are investing actually changes behavior, that faculty members go out as a result and behave in new and exciting ways to accomodate the new and different students we have" (p.19). Evaluation needs to become a serious part of the staff development effort.

Inherent to the staff development program is evaluation of the performance of staff members. In order to determine the effectiveness of the program, the behavior and learning of staff members must be assessed. Performance appraisal is traditionally considered to be for the purpose of retention, promotion, and termination; pay is determined by evaluating performance. However, staff evaluation can also determine what a staff member already knows and what needs to be learned. Claxton (1976) looks at the relationship between staff development and evaluation for promotion and retention. Opinions differ; many authorities feel that staff will not identify their needs if they know that it will affect evaluation. However, the two cannot be fully separate, at least on the informal level.

Let us suppose that a faculty member does poorly in a particular area and there are staff development activities provided to assist him and others in dealing with that concern. If he chooses not to participate, it seems logical that the person charged with evaluating him will be aware of it and this will enter into his thinking as he evaluates the instructor. ...all the evaluator should look at is the person's performance in his professional responsibilities, not whether he has participated in staff development activities. If he has improved in an area and is now doing well, it is this performance that counts. It does not matter whether the improvement comes about because he participates in a college-sponsored staff development activity or for some other reason. By using this approach to evaluation it can be seen that while staff development does impinge on evaluation, it is how the person carries out his responsibilities that is important; that alone should be the focus of the evaluation. (pp. 41-42)

Smith (1976) feels that the best approach to both faculty development and evaluation is through one program. Growth contracts provide the best available approach. The growth contracting process allows those participating to individualize their growth and retain the initiative in role definition and areas for development. It may include personal as well as professional goals. Growth contracts also provide for a measure of accountability.

Hammons, Wallace, and Watts (1978) argued for a middle ground position: include professional development as one of several criteria in performance appraisal. "This allows performance to be evaluated, insures that improvement efforts are recognized, and by making it an appraisal criteria will

cause more staff members to think about what they can do to improve" (p.23).

Caffey (1979) wondered if staff development, which his study shows is oriented toward intrinsic needs and voluntary participation, can profit from association with the evaluation process. He found a pronounced discrepancy with regard to performance evaluation. There was an apprehensiveness toward being evaluated; this raised the question of whether there is a detrimental effect rather than a positive one from evaluation activities.

Adams (1981) compared community college development practices with business and industry and recommends that the three component model (hiring, developing, promoting) be adapted and used in educational institutions. The developing component in the industrial model consists of ten items, one of which is performance evaluation. Industry believes that no person is completely trained or educated when they are hired and evaluates performance in order to assist with further development. Community colleges adhere to the concept of the "complete" employee so that consternation occurs if poor performance is noted. The complete employee does not perform poorly; therefore, performance evaluation is threatening.

The human resources are the most valuable part of every organization. However, many organizations fail to receive the maximum output from these resources because of lack of attention or

capability in the "care and feeding" of this component. ... People are not evaluated, or evaluated fairly, receive no feedback on their evaluation, and receive little, if any, assistance in improving areas in which they are deficient. (Mills, 1981, p. 5)

The Individual Staff Development Portfolio (ISDP) was developed to be used to overcome the deficiency in the staff development process. The ISDP process combines Behavior Anchored Rating Scale (BARS) with Management by Objectives (MBO). This process recognizes the immense value of the human resource to the organization and allows for appraisal feedback and improvement to the individual and the organization. The ISDP process keeps appraisal for salary action and appraisal for performance feedback separate; the same system is used but separate meetings are held for each purpose. Personnel evaluation using ISDP results in staff development activities planned with the individual in mind.

Walker (1981) was concerned with a healthy climate for educational change. One of the means he found to promote development of a positive climate was to focus personnel evaluation on professional development and improvement of performance. "Program development through improved design, and improvement of personnel performance through professional development efforts can be spurred by systematic and nonthreatening evaluation" (p.26).

Zion (1981) feels that one area of staff development which will gain in importance in this decade is performance appraisal. The emphasis for this evaluation will be on growth and development.

Enrollment shifts, lack of staff mobility and reduced revenues mean that everyone must fulfill assigned roles. Higher education has tended to carry people but absorption days are over. More stringent personnel evaluation will require new management policies, procedures, and styles. SPD will have to focus both on performance appraisal systems and management development. (p.30)

Hammons (1983) discusses the commonalities and differences between faculty development and faculty evaluation. The goal is the same: improved individual performance leading to improved organizational performance. Development focuses on future performance; evaluation on past performance. Development improves performance by improving the ability level of faculty; evaluation by establishing goals and measuring performance against those goals. Both are necessary to influence change and institutional growth. One without the other can become detrimental to the climate of the institution. A faculty evaluation system should have a clearly defined faculty position description, stated purposes of the system, clear and objective criteria, appropriate standards, and feasible procedures; in order to be successful it must be accompanied by a development program with the climate of the institution accepting of both programs.

Arreola (1983) perceived the problem of establishing faculty evaluation and development programs as a "problem in getting large numbers of intelligent, highly educated, and independent people to change their behaviors" (p.84) rather than a technical problem. A successful faculty evaluation program is one that provides information which faculty and administrators consider important and useful. The two major reasons faculty evaluation and development programs fail are administrative apathy and faculty resistance. If administration is apathetic or hostile toward the program it will not succeed. Faculty resistance grows out of three basic concerns: resentment, suspicion, and anxiety. They can be apathetic toward the idea of receiving further training. A common error is in not implementing faculty evaluation and development programs together. Arreola gave twelve guidelines for ensuring success in faculty evaluation. These include integrating development and evaluation programs, expecting faculty resistance, establishing a reward structure, and tying promotion, tenure, and merit-pay decision making directly to the evaluation and development program.

Adams (1983) recommended a "rational model through which all personnel are hired, developed, evaluated, retained, and terminated or promoted" (p.95). Concepts used by business and industry in their human resource development should be

adapted for use in community colleges. Few community colleges have a process to nurture their human resources. This model provides a plan for developing and maintaining staff.

In summary, evaluation is an area which has been neglected. In order to maintain financial and administrative support this oversight must be rectified. There is no consensus as to the best way for evaluation to be done. Staff development needs to be evaluated in various ways. The overall program should be evaluated as well as the individual activities themselves for the effect on the institution, the effect on individual staff members, and the effect on the students. An open systems approach will encourage evaluation of all these areas. Performance appraisal is necessary to the evaluation of staff development, but it can be seen as threatening if it is too closely tied to promotion and retention on the job. More attention needs to be given to evaluation efforts if staff development is to maintain support and become a necessary part of the institution.

Summary

Community college staff development literature can be divided into two basic groups: components of staff development and the practices involved in staff development. The literature focuses on three basic components: professional, personal, and organizational development.

Professional development literature focuses primarily on the improvement and growth of the instructional skills of faculty members, the skills most directly related to his job and the student. For this reason the term professional development still carries a faculty orientation. Management development is mentioned as a part of professional development in more recent literature. Management development seeks to improve the individual skills of administrators, from the president to the department chairperson. The majority of the literature considers professional development the maintenance and improvement of present job skills. Professional development can include activities to prepare for future jobs.

Personal development, the second component in staff development, focuses on the growth of the individual as a person. It can be considered changes in attitude: if a person grows professionally it affects areas other than work life. Personal development centers on relationships with self (values and goals clarification), with family, and other interpersonal relationships. Some literature puts personal development under organization development; for the most part, though, personal development has been neglected in the literature.

Both professional and personal development focus on the growth and improvement of the individual and his skills. However, for this growth to take place, the environment

of the institution must be conducive for it. Organization development (OD) is considered by many as necessary in staff development in order to provide for the growth of the institution and for improvement in the the climate in order to support the individual's growth. The literature is divided on the relationship of OD to staff development. Some authorities consider it a separate, unrelated area; others see it as separate but interrelated; some consider it the major focus with staff development (development of the individual) a part of organization development; others consider OD as an integral component of staff development. Without the growth of the institution and a supportive climate, professional and personal development is slowed and may even have a negative effect. Organization development deals with the isolation the individual may feel. Communication and participation are the major areas with which OD is concerned.

The components of staff development consider which areas need to be addressed by staff development. Community college staff development practices consider what needs to be done in order to ensure effective growth and improvement. These practices can be divided into three areas: planning for staff development, programming development, and evaluation of what has been done. Planning issues involve determining what needs to be done, who will be responsible for getting it done, and how it will be financed. Planning must assess the

needs of both the individual and the institution; needs assessment must take place in order to determine what areas are to be addressed in programming. Needs assessment is the first step in planning. It should help determine the goals and objectives of staff development. Planning should include both short- and long-term goals. A third part of planning is the organization and staffing for growth and improvement. Although there are a number of alternatives to organizing for staff development, the literature supports the method of having one person responsible who works with an active advisory committee. The amount of staff involved is determined by what needs to be done and how it is to be done. Both external and internal personnel may be used. Funding is the fourth issue which is basic to planning. Adequate funding is necessary if opportunities are to be a part of the institution. Funding can come from local, state, federal, or private sources. What is done in the area of staff development depends on the amount of money budgeted. A budget needs to be developed that takes into consideration the findings of the needs assessment.

Programming practices are concerned primarily with the activities for staff development. Other considerations are what kind of participation should there be and what motivators can be used to encourage participation in development activities. The activities for staff development fall into the categories considered components of staff

development: professional, personal, and organizational. The types of activities which can be used are limitless depending on the needs of the individuals and the institution involved. The major part of the literature is devoted to programming issues and ranges from lists of activities to detailed discussions of one particular activity to surveys of what types of activities are preferred. Participation is also considered in programming. One issue of concern is whether participation should be mandatory or voluntary. The majority of the literature seems to support voluntary participation, but there appears to be a growing trend toward making staff development mandatory. Motivators are the rewards and incentives for participating and are varied. Rewards for participation may be the activities themselves (e.g., sabbaticals or travel funds) or they may be monetary.

Evaluation is the third major area of staff development practices. There has been a growing concern for evaluation in the literature although there seems to be agreement that in actual practice it has been neglected. Those who support the need for evaluation feel that it gains support for staff development efforts, justifies a continuation of funding, and determines how successful past development efforts have been. Evaluation needs to consider the effect of staff development on both the institution and the individual. There are many methods discussed in the literature but no one method is recommended over others. A combination of methods is needed,

both formal and informal. Performance appraisal is needed in order to determine the effectiveness of staff development efforts, but this can be considered threatening by those being evaluated if it is tied to job retention and promotion. Evaluation needs to look at what changes have been caused by staff development efforts and the effects of those changes.

Community college staff development literature is abundant and diverse. However, few sources look at staff development holistically. One component or practice is emphasized in many instances and other important issues are neglected. None of the literature offers a comprehensiveness which draws all aspects into a whole. This has led to confusion as to what staff development is, what it should do, and what is to be achieved with staff development efforts. A new model is needed which draws the practices and components together into a system of staff development. General systems theory can help in developing such a model.

CHAPTER III

GENERAL SYSTEMS THEORY AND ENVIRONMENTAL FACTORS
AFFECTING STAFF DEVELOPMENTSystems Theory

General systems theory originated in the natural sciences of physiology and biology. In the broadest conceptualization, system theory is concerned with the way organisms are structured or organized. As such, it is the scientific exploration of "wholes" and "wholeness". The theoretical foundations of general system theory can be traced through the sciences to von Bertalanffy. It resulted from the rejection of the simplicity and reductionism of materialism and the ambivalence of dualism.

General system theory evolved from science through the engineering, operations analysis, production management, and computer areas to the field of management and the study of organizations. Open systems theory gained favor due to the inadequacy of previous models representing closed-system thinking to explain organizational behavior. Closed-system theories failed to deal with the impact of the external environment of the organization, overemphasized internal functioning without considering the effect on the external environment, believed that there was one best way to achieve the stated goal, and treated all disturbing external events

as error variance. It also saw no need for feedback. Open system approaches see organizations as interacting with the environment, receiving energy from it, and returning that energy to it in some form. All open systems have ten common characteristics:

1. Importation of energy (input) -- open systems take some form of energy from the external environment. No open system is self-sufficient.

2. Throughput -- open systems transform the energy into a product or service through reorganization of input accomplished by work.

3. Output -- open systems return the energy in a changed state to the environment. Continuity depends on the receptivity of the environment.

4. Systems as cycles of events -- the product exported into the environment furnishes the sources of energy for the cycle to repeat itself. Unlike biological organisms or systems, human organizations have no set boundaries but have cycles of events which return upon themselves (Allport, 1962). Single cycles in turn interact with other cycles into an event system.

5. Negative entropy -- in order to survive, all open systems must counteract the inherent move toward disorganization. They do this by acquiring more energy from the input and redirecting its transformation.

6. Information input, negative feedback, and the coding process -- without corrective devices, the organization expends too much or too little energy and will self-destruct. Inputs furnish signals to the structure about the environment and about its own functioning as it relates to the environment. Negative feedback allows the system to correct its deviations from course, and without this can no longer continue as a system. The coding system selects the inputs that can be transferred in the system. Such selection is determined by the nature of the organization.

7. Steady state and dynamic homeostasis -- some constancy in energy exchange is maintained. A continuous inflow of energy from the external environment and a continuous export of the products of the system are needed but the character of the system remains the same. In order to preserve the character of the system against any internal or external threats, the forces within the system will counter the disruption until the system is restored to a steady state. These actions result in growth and development.

8. Differentiation -- as the environment becomes more complex, open systems move toward more differentiation, specialization, and elaboration.

9. Integration and coordination -- as differentiation increases, there is a need to unify the functioning of the

system. Coordination adds mechanisms to articulate the system's roles and functions. Integration unifies through shared norms and values and is found in smaller systems. Coordination occurs in large organizations through such methods as scheduling and priority setting.

10. Equifinality -- there is no one best way to reach the desired state. The system can reach the same end by different paths and different initial states. The amount of equifinality can be reduced as open systems move to control their regulations (Katz & Kahn, 1978).

Although all open systems have these characteristics in common, there are differences between biological systems and social systems or human organizations. Biological systems have definite boundaries while organizations have cycles of events similar to a physiology. When these cycles of events cease, there is no organization. Social structures are contrived complex patterns of behaviors created by people and held together by such things as attitudes, perceptions, beliefs, motivation, habits, and expectatations of human beings. There are three aspects to the variability of these behaviors:

1. Any number of organizations can be created to achieve a multitude of goals. These organizations can change their objectives over time.

2. The organization must determine a system of control to stabilize activity patterns since there is no set of givens as there are in biology or physiology.

3. There is no built-in determination of the organization's life cycle since growth patterns are not predictable as they are in biology. However, the organization has the advantage of being able to recreate new parts as old parts become obsolete.

Within any system there are a series of subsystems which are interdependent and work together to form the whole. Subsystems are functioning elements within a larger system. In the study of a human organization there are five kinds of subsystems which provide for the transformation of energy to take place. The technical or productive subsystem develops around the major type of work that is done. The maintenance subsystem is directed at the equipment necessary to transform the energy and it insures the survival of the organization through recruitment, indoctrination, socialization, and rewarding. The supportive subsystem directs its energies at transactions with the external environment to procure energy and to export the product or service. The adaptive subsystem anticipates changes in the external environment which may affect the organization. The managerial subsystem directs, controls, and coordinates the subsystems of the organization both in relation to one another and to the environment. Managerial subsystems exist at all levels of the system.

Most biological and social systems are open systems. Open systems interact with their environments, being affected by and affecting them by receiving from and giving to the

environment or to other subsystems. The human organization is an

open, dynamic, multigoal-seeking, purposeful system that has elements of concreteness and abstraction. It consists of resources which are transformed into outputs for users. All organizations fit this description.... They transform inputs into outputs.

Organizations make this transformation within a particular outside environment... They are affected by this environment, and they also try to affect it. They receive their input from this environment and their outputs are used by people or other systems in the environment (Hodge & Anthony, 1984, pp. 52-53)

Staff development can be considered an open system; it is also a subsystem of the community college system. It receives individuals from the institution (inputs), transforms them through a variety of activities, and returns them in a changed state (outputs) to the receiving system which is the work setting of the institution (Watts & Hammons, 1980). The community college is the environment within which staff development functions. Therefore, factors which affect the inputs of the system must be considered in developing a systems model for staff development. As a subsystem of the institution, staff development is affected by the way the institution views the individual. The communications systems of the institution also affect staff development efforts. The reward structure of the institution affects the success of staff development. Since the inputs into the system are the individuals who are received as adult

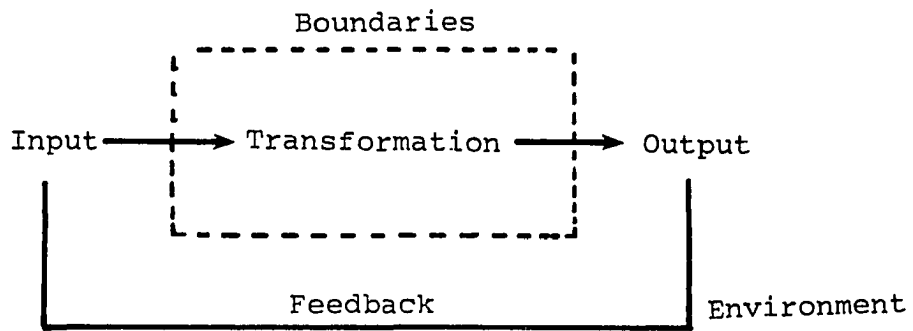


Figure 3. Diagram of an Open System
(Katz & Kahn, 1978).

learners it is also important to consider their needs. These factors need to be considered in developing a model:

1. The Organization's View of the Individual
2. Communication Systems
3. Reward Structures
4. The Needs of Adult Learners

Environmental Factors

The Organization's View of the Individual

The organization's view of the individual will largely determine the outcome of any staff development effort. It is reflected in the culture of the organization, in the way both individuals and groups are treated, and in staff development efforts. McGregor's (1960) Theory X and Theory Y provide two ways in which individuals are viewed. Theory X sums up the assumptions derived from classical theorists: man is basically lazy, has an inherent dislike of work, must be coerced, controlled, directed, and must be threatened with punishment if he is to achieve anything. Argyris (1957) contended that as man develops into adulthood he is concerned with self-actualization. Most adults wish to express such adult characteristics in increased activity, independence, a long range perspective, and self-awareness. Most organizations, Argyris contends, create an environment which requires the characteristics of children in their employees: passivity, dependence, shallow interest, and a short time

perspective. This view of the individual requires that the organization control the individual, make his decisions for him, and coerce him by whatever means possible into accomplishing the task assigned. If this view of the individual is that of the organization, administrators will make all the decisions at a high level, expect everyone to follow those decisions without question, and punish those who do not comply. Conformity is the rule and if one does not conform he or she is labeled a troublemaker. Creativity and innovation are perceived as threats to the organization itself. Argyris argued that people in organizations with this view will react in one of two ways. They become apathetic and dependent, exhibiting the characteristics of children, or they become resentful of and aggressive toward the organization.

Staff development in an institution that subscribes to this view (consciously or unconsciously) tends to be mandated by administrators. Staff development focuses on skills which administrators think are needed for the present job rather than the growth and development of the total person or the organization. The individual is expected to attend workshops or inservice meetings whether they need to or not without fully understanding the purpose of the workshop or its benefits. Staff development is remedial in tone and can be perceived as punishment.

Modern behavioral theory, as summed up in McGregor's Theory Y looks at the individual way. The individual is self-directed and self-motivated if he is committed to the goals toward which he is striving. The average individual can be creative and innovative when it is allowed and he not only accepts responsibility but seeks it. External control and the threat of punishment do not bring about effort toward organizational objectives. Organizations with this view respect the individual. A study of the best-run companies in America shows that one of the major themes is "Treat people as adults; treat them as partners; treat them with dignity; treat them with respect. Treat them ... as the primary source of productivity gains" (Peters & Waterman, 1982, p. 238). The individual is given the freedom to work in the way he determines in his area of responsibility. Autonomy, creativity, and innovation are encouraged. Risk taking is also encouraged by tolerating failure. Jobs are fitted to the person and the organization recognizes the fact that there is no one right way to achieve its objectives. The combined efforts of individuals result in the achievements of the organization. Quality is controlled by the individual or group performing the job rather than by external controls. There are fewer hierarchical levels. Promotions occur from within rather than always being from outside as the individual's growth and development is encouraged and supported. Organizations which view the individual as an

adult, a vital part of the organization, place great trust in each individual.

In return, the organization's trust is justified. The individual trusts the organization, understands and supports its goals, and feels secure with it. He realizes that growth demands risk-taking and is willing to take necessary risks. He is loyal to the institution, takes pride in what he does and constantly strives to improve. He has been made to feel important and a necessary part of the institution. He is self-directed and self-motivated and does not need coercion to perform well. He does not feel threatened or defensive and, if he feels he needs help he seeks it.

Staff development in an institution of this type considers the needs of the individual in achieving the goals of the institution. It allows for a variety of ways to learn. The individual has input into determining what he needs for growth and when growth has been achieved. His needs are respected and he has the trust of the institution that he will seek help when he needs it, will continually strive toward fulfilling the goals of the institution, and will constantly continue to grow in many different ways.

Communication Systems

Communication is a key element in any organization. Without it information gaps occur which are subject to be filled by rumor or innuendo. Within any organization the

exchange of information and the transmission of meaning are essential. The formal organization requires that there be a system of communication in order to determine the effectiveness and efficiency of the organization, the willingness of its members to fulfill the purposes of the organization and the motives of the individuals. The chain of command of a bureaucracy must be responsible for passing on information to every member of the organization. In order to ensure that the correct information is being received, the lines of communication should be as direct and as short as possible but it must be from the correct person who has the position and authority to issue the message. Communication lines should travel vertically and horizontally. They crisscross an organization formally and informally. Likert (1967) developed the "linking pin" method to make sure that communication reaches all members of the organization. A subordinate of one group is the superior of another and the information he receives from one group must be taken back and shared with the other group.

Katz and Kahn (1978) hypothesized that information is often centered in inaccessible places in the organization and is often contaminated in the communication process. Miscommunication causes a lack of trust and respect for the organization. The formal organization forms committees and task forces to ensure that all necessary information is gathered, studied, and disseminated. This leads to a complex

system which researches topics, collects data, and produces reports. While committees, chains of command, and other lines of formal communication are necessary to the operation of any organization, particularly for decision-making, total reliance on formal means of communication can lead to many members not receiving or divulging necessary information.

All organizations have an informal communications system. Barnard (1939) theorized that the formal organization creates and requires an informal organization as a means of communication and cohesion. The informal organization does not consider position or authority but looks at each member as an equal who may have a different perspective of the problem with different, unique information or expertise. This "adhocracy" is the "organizational mechanism that deals with all the issues that either fall between bureaucratic cracks or span so many levels [of an organization] that it's not clear who should do what; consequently nobody does anything" (Peters & Waterman, 1982, p. 121). The best run organizations provide for and encourage a vast network of informal, open communications. Their belief is that "rich, informal communication leads to more action, more experiments, more learning, and simultaneously to the ability to stay better in touch and on top of things" (Peters & Waterman, 1982, p. 124). Organizations which foster this attitude schedule few formal committee meetings but rely on intense, impromptu informal

meetings. Each participant is encouraged to express his view regardless of his position even if it means disagreeing with the president or a board member. Provisions are made for informal meetings, face-to-face contact is encouraged, and information is readily given to all members of the organizational community. Support for informal communication involves people, sustains creditability, and generates enthusiasm.

For staff development to be effective, a system of informal communications must be used by the institution along with the formal communications system. Barriers to open, honest communication such as relying strictly on position and authority, going down the chain of command, or "by appointment only" meetings need to be reduced as much as possible.

Rewards

All organizations need some system for rewarding the performance they value in their employees. Behavior can be controlled by deliberately arranging or attempting to affect two principle kinds of conditions: intrinsic or extrinsic rewards. Intrinsic rewards are defined by the individual himself. They are those feelings of satisfaction that are obtained directly from doing the job well. Drucker (1974) feels that people are more prone to be motivated by the intrinsic value and interest or the job itself than by monetary incentive. McClelland (1965) theorized that people

are motivated by the need for achievement, affiliation, or power, and the extrinsic rewards are merely one way they receive feedback indicating how well they are doing. It can be argued that intrinsic rewards are the only motivation for performing a job well.

Extrinsic rewards are tangible items: things such as pay, promotion, status symbols, or fringe benefits which reward employees. They give those who are self-motivated some means of measuring how well they are perceived as doing. Pay raises, bonuses, promotion, and other extrinsic rewards are measures for those people who are trying to satisfy higher level needs and are striving for self-actualization. Extrinsic rewards only temporarily overcome dissatisfaction if the job is not self-satisfying or the salary is not adequate enough to begin with. Lawler (1971) found that pay can motivate good performance only if employees

1. value pay highly
2. believe that good performance results in high pay
3. believe that by exerting effort they can improve their performance
4. reckon that the advantages of working hard, performing well, and obtaining high pay exceeds the disadvantages and psychic problems opportunity costs
5. see good performance as the most attractive of all possible behaviors in the situation. (pp. 91-92)

Peters and Waterman (1982) found that there were numerous monetary rewards in the best run organizations. However, they also found "an incredible array on nonmonetary

incentives" (p.242) as well as many experimental programs. One nonmonetary incentive was support for innovation and job security in the event that the innovative project failed. Participation in competitions was recognized and encouraged.

Stogdill (1965) believes that motivation of both an individual and a group can best be done through recognition, success acknowledgement, and job satisfaction rather than through rewards and wage incentives. However, educational institutions should not rely solely on intrinsic rewards but should provide a system of extrinsic rewards which support and recognize the success of the members of the organization. Pay and promotion as well as encouragement and recognition of achievement and innovative efforts should be included in the system. Merit pay may be one method of recognition. Small achievements need to be included in the reward system. The institution's reward system should include both peer and superior recognition and support as well as tangible items such as monetary rewards and fringe benefits.

Needs of Adult Learners

Staff development is the facilitation of growth and requires an understanding of how adults learn. There are five assumptions that are basic to understanding adults as learners. 1) Understanding why they need to know or be able to do something increases the effectiveness of their

learning. 2) The adult learners' self-concept is one of increasing self-directedness--they need to take responsibility for their own lives and determine what they need to learn and how it will be learned. 3) The adult learners are a rich source of personal experiences which serve as both an instructional resource and as a foundation on which to build new learning. They have a greater volume and quality of experience than children have which must be recognized. 4) The maturity of adult learners dictates a readiness to learn which is based on the developmental ages and stages through which they pass. 5) Adults tend to approach learning from a life-centered, task-centered, problem-centered approach rather than a subject-centered orientation (Knowles, 1984).

Learning for adults is a natural process if these assumptions are taken into consideration. The learner must be a part of the planning process. He must help to determine what is important in order to facilitate the learning process. That process must take into consideration the experiences the adult learner has already encountered. The "age and stage" of the learner need to be considered in facilitating adult learning. Developmental-age theorists feel that people in the same age range are dealing with similar experiences. Sheehy (1976) characterized age by the patterns of tasks the adult must perform. Erikson (1959) looks at age in terms of emotional and personal development.

Developmental-stage theories are based on the assumption that human development results from changes in the thinking patterns by which a person relates himself to his environment. Each stage is based on earlier stages yet is unique and separate and has distinct, qualitative differences in ways of thinking about or solving the same problems. Not all stages are reached by everyone. An adult may stabilize at a stage and not progress farther. Piaget (1972) was concerned with cognitive developmental stages. He postulated on continued cognitive development through adulthood in two ways. The ability to reason, to view a situation in a variety of ways, and to use alternate problem-solving solutions are evidence of the transition from concrete operations into the stage of formal abstract thought. Later, increasing application of abstract thinking processes to progressively more complex issues in life and work is evidence of the stabilization of formal thought. Kohlberg (1973) was concerned with moral development. He identified six stages of moral growth which represent different systems of thinking that are actually employed to deal with moral dilemmas. These stages form three levels. At the preconventional level, the basis is external threats or punishment, or manipulation of others (what's in it for me?). The conventional level finds a person making moral judgements to please significant others or to obey formal rules and regulations. At the postconventional level, moral judgement

is related to the rights of the individual in a society based on social contracts, or to an orientation to higher laws of individual conscience and universal ethical principals.

Ego development theory (Loevinger, 1976) conceptualizes seven sequential stages with three transitional stages. Each stage is defined by the characteristics common to all persons at that stage regardless of age. The Presocial, Symbiotic, and Impulsive stages are followed by a period of Self Protective Transition. The Conformist stage is next, followed by a Self Aware transition. The conscientious stage precedes a period of Individualistic transition which is followed by the Autonomous and Integrated stages. Conceptual development stages are concerned with the framework through which a person relates his or her experiences (Harvey, Hunt, & Schroder, 1961). There are four stages of cognitive complexity which characterize the ability of the individual to function adaptively and efficiently in a given environment: Unilateral Dependence, Negative Independence, Conditional Dependence and Mutuality, and finally, Interdependence.

Because of age and stage differences, learning experiences need to be individualized. But individual development is not the only consideration. While developmental ages and stages affect adult ability to learn, the climate also affects learning. The physical climate should encourage active participation as well as comfort.

The psychological climate is even more important. The climate for learning should foster mutual respect, collaboration not competition, supportiveness, mutual trust, openness, and active inquiry. The learner should be made to feel as though he or she is in control of the situation. Knowledge of adult growth and development theories can help in producing a positive, nonjudgmental climate for the learner.

Summary

Staff development can be considered as an open system in terms of general systems theory. In an open system energy inputs are received from the environment, transformed within the system, and returned to the environment in a changed state. The outputs provide the energy which is returned to the system as inputs. The more sensitive the system is to its environment, the more permeable the boundaries of the system are. Since staff development needs to be an integral part of the institution, one must be aware of the various environmental factors which affect its success. These factors are the organization's view of the individual, the communications systems, the rewards structures, and the needs of adults as learners.

The staff development process receives individuals from the institution and returns them to the work situation. The element on which staff development rests is the individual

staff member. It is important that the organization know how to view the individual in order to be prepared to work with the individual. If the organization perceives the individual as lazy and disliking work, then staff development efforts will be confined to remedial situations. If the individual is seen as self-motivated, trustworthy, and self-directing, then staff developments will be challenging, motivating, and individualized. Staff members will be encouraged to assist in the planning and actively participate in staff development.

Communications within the staff development process will reflect the communications in the institution. If open, honest communication is supported and encouraged by the institution, staff development efforts will be received by individuals without misgivings. Participation will be active and all participants will understand the purposes and intent of staff development efforts. Both planning and evaluation will be improved.

The reward structure of the institution is the basis of the reward system for staff development. Both monetary and nonmonetary rewards can be used as extrinsic rewards. Recognition and achievement within the staff development process will also be a part of the receiving system -- the work situation in the institution. This will provide an incentive for using new or changed behaviors on the job rather than just in the specific learning situation.

In order to work effectively with adults, knowledge of learning theory is an important criterion for staff development. Adults cannot be taught in the same ways that children are taught. The individual's age and stage of development must be considered in learning situations. The learning situation must be conducive to learning both physically and psychologically.

CHAPTER IV

A SYSTEMS MODEL FOR STAFF DEVELOPMENT

Staff development is a process of growth and change for both the institution and the individual staff member from the board of trustees to the custodian. It is planned for and evaluated in order to determine whether the desired change has occurred. It takes into consideration the components for organizational, professional, personal, and curricular development when providing opportunities for growth. While there are existing models, these models fall short of this concept because they focus only on the components for staff development. Other authorities have focused on various elements necessary for the entire process of staff development, but have not shown the relationship of these elements. A model needs to be developed which views staff development holistically, considering all the diverse elements and their relationships to each other. The following model is such an attempt. It was developed from a study of the literature using the principles on systems theory.

Watts and Hammons (1980) placed staff development into a systems perspective which they used in determining the need for evaluation. This relationship of staff development to the institution is important for several reasons:

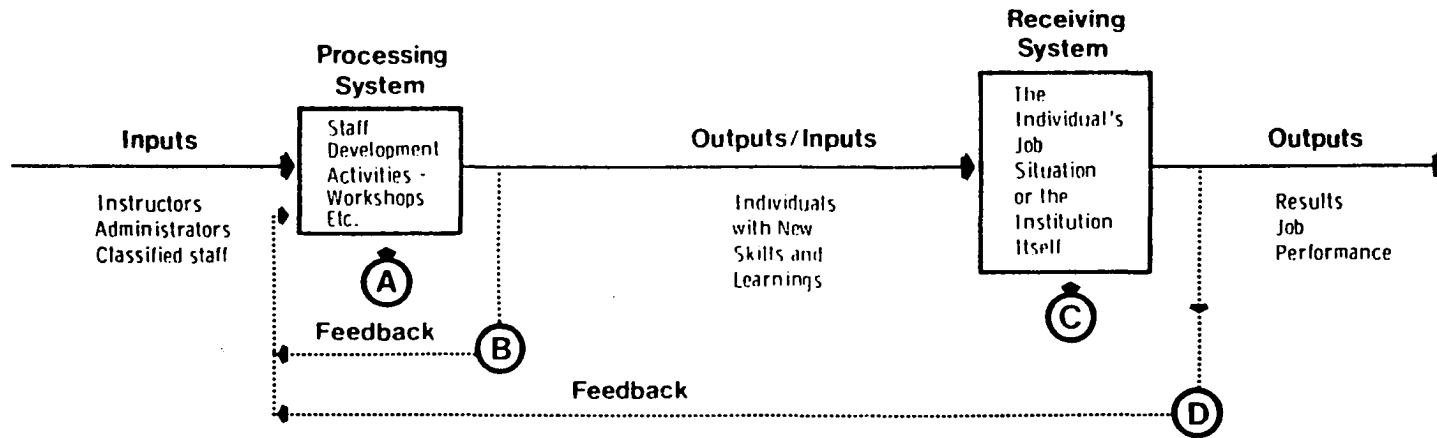


Figure 4. Staff Development as an Open System (Watts & Hammons, 1980).

First, considering the outputs of staff development as inputs of another system emphasizes the fact that staff development cannot and does not function in a vacuum. It must function as an integral part of a larger system which is the institution.

Also, without the receiving system as a part of the model, there is no way to determine the value of the staff development as a processing system to the institution....

Finally, the representation of staff development as a system ... reveals several sources from which to gather evaluative data -- the processing system and its outputs, and the receiving system and its outputs. (pp. 9-10)

These are important points that need to be considered, but staff development must also be aware that it is a receiving system. It receives its energy from the institution. These inputs into the system are affected by environmental factors which must be taken into consideration in order for staff development to be successful. The institution must view the individual with respect and trust, recognizing his creativity, sense of responsibility, and self-motivation. Both formal and informal systems of communication must be established and utilized so that communications are open, allowing for input and understanding by everyone in the institution. Reward structures need to be established which allow for satisfying intrinsic values as well as providing extrinsic rewards such as monetary stipends and fringe benefits. The key element in staff development is the individual whose needs as a learner must be understood and considered.

Staff development as a processing system receives the individual staff member as an input and then transforms or processes the input in a variety of ways. It receives the individual from the environment of the institution; therefore, it is also a receiving system. As such, it must determine what needs to be done and what resources are available for accomplishing its task. As an open system, it is an integral part of the institution, taking its energy from the community college, transforming that energy and returning it to the environment of the institution. In order to be successful, staff development needs three subsystems. These stages are planning, programming, and evaluation. Planning includes needs assessment, goals and objectives, organization and staffing, and funding. Programming includes activities in organizational, professional, personal, and curriculum development. Evaluation looks at the effectiveness of staff development activities on the individual staff members and on the institution.

Stage 1: Planning

The purpose of staff development is growth of both the individual and the institution. In order for this growth to happen, it must be planned.

Planning for staff development is essential. Without a plan, a staff development program becomes a series of random events, irregular responses to the whim of the moment or popular fads in staff or institutional activity. (Kozell & Moore, 1979, p. 21)

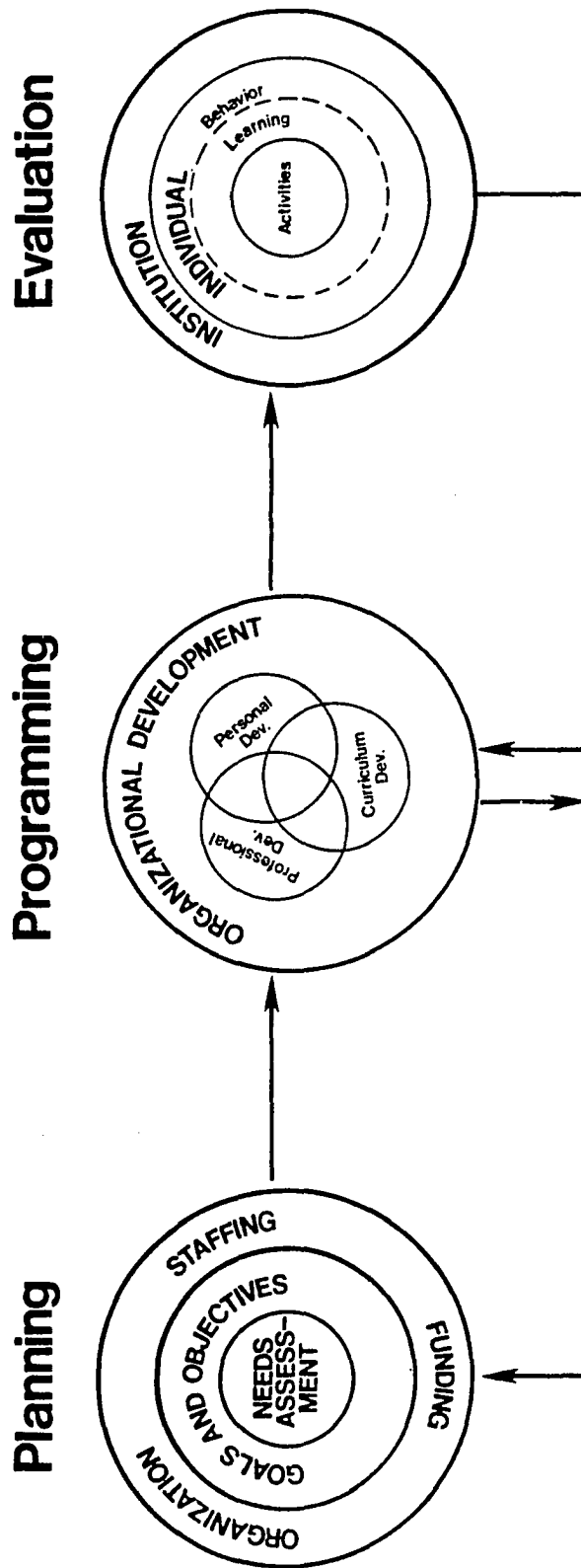


Figure 5. Systems Model for Staff Development.

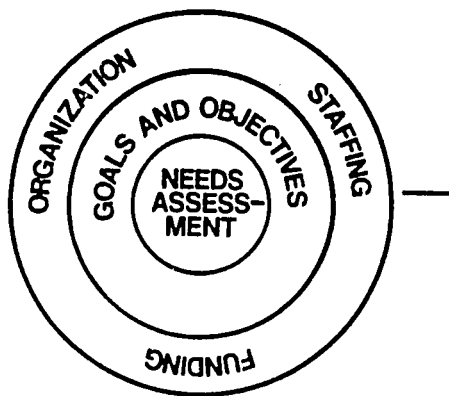


Figure 6. The Planning Subsystem.

Both long- and short-term planning is needed for staff development to be effective. Everyone within the institution from the president to the custodian should be involved. Planning should be done on both the institutional and the individual level. Needs assessment, goals and objectives funding, and organization and staffing are necessary for effective planning.

Needs assessment is the first step in planning. As the basis for the staff development process, needs assessment is the attempt to determine where the institution or the individual wants to be, where it is now, and what has to be accomplished in order to merge the two. Everyone should be involved in determining the needs of the institution. There are several methods that can be used for assessing institutional needs. Paper-and-pen surveys, interviews, nominal group, and modified Delphi are some of the techniques that have been recommended to use for needs assessment. At least two methods should be used to determine the needs of the institution. One method can be used to check the reliability of the information gathered from another method as well as to gather new information.

After the needs of the institution have been determined, the needs of the individual staff members should be assessed. Individual needs assessments should be congruent with the needs of the institution.

After needs are assessed, goals and objectives should be formulated. "Goals are those critically important benchmarks

that provide directions for individuals, organizations, and institutions" (Hammons, Wallace, and Watts, 1978: 9). Staff development efforts should be responsive to the needs of both the institution and the individual. The goals of the individual need to be in keeping with the goals of the institution for meaningful growth to occur. Objectives for each goal should be developed so that they establish how they will be achieved and give some means of when they have been achieved:

This kind of specificity does more than give direction to staff development. It simplifies and facilitates the remainder of the planning process [through] programming to evaluation by providing a basis for choosing among alternative programs and furnishing criteria for evaluation. Without clearly defined goals, a staff development program runs the risk of becoming nothing more than a loosely jointed series of activities with a greatly reduced impact on the institution or the staff. (Hammons, Wallace, & Watts, 1978, p. 10)

After goals and objectives have been established, they must be prioritized. One goal may need to be achieved before others can be attended to. For instance, if the environmental factors are not already conducive for growth, goals which pertain to improving the climate of the institution may need to be achieved before other goals are addressed.

Another key element in the staff development process is the assignment of responsibility. How the effort is organized can determine how successful the planning stage is. A committee alone may not have the time or the authority to

plan and coordinate staff development effectively. A part-time coordinator may have other responsibilities which take precedence over and leave little time for staff development. A full-time coordinator fixes responsibility and gives staff development precedence over any other duties. An advisory committee, providing representation from all areas of the institution, should be actively involved in determining the direction of development efforts. A full-time coordinator working with an active committee can provide for well-planned staff development.

Staffing needs to be considered along with how to organize. Personnel available for conducting or supervising staff development activities should be considered in the planning process. Both internal and external resources should be considered for staff development. Staff members with the necessary expertise need to be given release time in order to be available as internal consultants.

Funding is another element which is important in the planning process. Without adequate funding, there is little chance for a viable program. How much is needed "depends on the needs identified, the program goals derived from these, the means selected to meet these goals, and the number of staff involved" (Harmons, Wallace, & Watts, 1978, p. 18). If funds are allocated first they will determine what will be done. The key is matching the commitment to staff development with enough money to support that commitment. Money for staff development needs to be built into the budget

of the institution. Additional funding can be received through grants from federal and private funds. In order to insure that money budgeted for staff development is used to the greatest advantage, procedures for allocating funds must be developed. These procedures need to take all areas into consideration.

Planning consists of assessing the needs of the individual and the institution, developing the goals to meet those needs, organizing and staffing, and funding. Everyone within the institution should be involved in planning for staff development in order for it to reach its maximum level of effectiveness. This stage of staff development is essential to the success of the programming stage.

Stage 2: Programming

Planning is done so that staff development activities will meet the needs of the institution and the needs of the individuals within the institution. These activities are for the purpose of both individual and institutional growth which in turn will improve student development. In this context, staff development activities can be discussed in terms of organizational, professional, personal, and curriculum development.

Organizational development is a long-range effort to improve an organization's problem-solving and renewal process, particularly through a more effective and collaborative management of organization culture -- with special emphasis on the culture of formal work teams -- with the

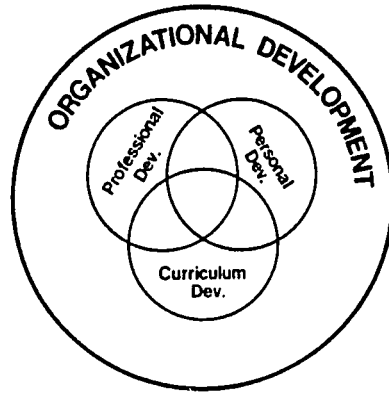


Figure 7. The Programming Subsystem.

assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research. (French, Bell, & Zawacki, 1983, p. 27)

For individual growth to take place, the institution itself must support and encourage change. In order to do so there must be mechanisms to provide for growth and change of the institution itself. Organization development looks at the social situation and provides for change in the climate of the institution itself. If the organization itself cannot adapt to change, then changes in the individual can have a negative effect on the institution as well as the individual. Organization development focuses on communication, group development, and intergroup relations. It aids individuals in seeing themselves in the larger context of the institution. It is concerned with improvement in the climate.

Improved organizational effectiveness, whether defined generally or in terms of instructional success, often involves not only change policies and procedures but also fundamental changes in the culture of the organization; only organization development is broad enough in its scope and methodology to deal with issues of this magnitude (Bergquist & Phillips, 1981, p. 182)

Professional development focuses on the knowledge and skills most directly related to a person's job. It seeks and considers "alternative ways of confronting the challenges -- be it secretarial, custodial, instructional, administrative, or technical" (Cooper, 1979, p. 1) where there is a recognized need. Professional development is oriented toward the growth

of the individual as a worker. There are a variety of terms which, taken together, form professional development: faculty development, instructional development, management development, and staff development. (In this context, staff development refers to the skills and knowledge needed by all those in the community college that are neither faculty nor management.) Bergquist and Phillips (1975) described instructional development as "change in process". This expression can be used to describe all forms of professional development since individual performance changes as professional growth occurs.

Professional development activities should provide the opportunities for individuals to develop new skills and knowledge that will benefit them in their present positions. It is also important for professional development activities to provide the chance to learn skills necessary for possible future positions. This can provide opportunities for promotion from within the institution and it will also give staff members the chance to learn about other positions without the fear of failure.

Personal development focuses on the growth of the individual. It is based on the premise that what a person does professionally depends on where he is as a person. As a person grows and develops professionally it affects other areas of his or her life such as relationships with family,

colleagues, and life goals. Personal development is the attempt to increase the self-awareness of staff as individuals and as people in relationships with others. It helps to integrate personal goals with professional and institutional goals. Personal development should help to develop the individual's awareness of attitudes about life, the institution, and the job. It is a means of contributing to personal vitality which in turn contributes to the vitality of the institution. Personal development activities can be integrated into both professional and organization development activities.

Curriculum development, as a major component of staff development, is not discussed in community college staff development literature. Curriculum development and curricular redesign are mentioned only as activities that are a part of instructional development. This gives the impression that curriculum development is the responsibility of the individual instructor and is an activity which only contributes to instructional improvement. However, curriculum development should involve more than the individual instructor. Both administrators and faculty need to be actively involved in curriculum development. The purpose of curriculum development is to provide improved student development; staff development is supposed to ultimately benefit student development. Curriculum

development should become a major component of staff development.

Macdonald (1965) defined curriculum as "those planning endeavors which take place prior to instruction" (p.6); instruction was defined as actually "putting plans into action" (p.5). The three major decisions in educational planning are: 1) what is to be taught; 2) why it should be learned; 3) how it is to be taught. Curriculum development is concerned with what is to be taught and why it should be learned. How it is to be taught is the concern of instructional development. Curriculum development needs input from many sources in order to be effective and should not be a solitary responsibility. Placing curriculum development with staff development allows those sources to come together.

In a community college the curriculum should be developed to provide for the needs of the community. In today's society those needs change rapidly. Technology used in business and industry changes: procedures change; skills needed for jobs change, some even become unnecessary. The curricula offered need to be relevant in today's society which necessitates an ongoing curricular redesign or development of new curricula.

Effective curricular reform 1) needs someone in charge, 2) needs to proceed quietly and constantly, 3) cannot be

separated from the making of the budget and attention to the politics of the campus, 4) liberates progressive forces by giving them a chance to experiment, 5) expects resistance and minimizes it, and 6) structures decision-making within reasonably small and cohesive units (Carnegie Foundation, 1979, pp. 16-18). It can also be said that staff development needs the same thing. By considering curriculum development a major component of staff development, these requirements can be merged and met more effectively.

There are several other advantages to having curriculum development as a major component of staff development. The need for curricular revision can be assessed in the planning process. The coordinator and the advisory committee can then make arrangements for the planning which must be done for curriculum development. These include visits to other institutions or to the industries that would benefit from the redesign, outside consultants, new technologies that are necessary for revision, meetings with former students to determine their reactions to the reform, the opportunity to experiment without feeling threatened, and any other activities which may be determined to be necessary. The staff development budget would include funds for curriculum development so that locating money would not be an obstacle. Released time for curriculum development would not be a problem. Curriculum development needs administrators,

faculty, and board members involved in determining the new curriculum. It also needs input from other groups outside the staff development: students, leaders in business and industry, and members of the community which the institution serves. Staff development encourages the interaction of professional, personal, curriculum, and organizational development. New skills, knowledge, or technologies discovered through curriculum development may need to be incorporated into the other components. For instance, revisions of one curriculum may point out changes which need to be made in instructional methods throughout the institution. This results in professional development activities which will promote new or revised instructional methods. The grouping of the various components of staff development provides the mechanisms for attending to all areas quickly and easily.

Staff development activities include the areas of organizational, professional, personal, and curriculum development. In order for the experience to be beneficial, a variety of activities need to be considered. Activities should not be limited to workshops or lectures but should include internships, externships, travel, sabbaticals, self-directed learning modules, and any other activity that will promote growth and development.

Stage 3: Evaluation

Evaluation is the third subsystem or stage of staff development. It determines the success of both the planning and the programming stages and actually begins with the planning stage. Evaluation is concerned with determining how effective staff development efforts have been on positive changes for the growth of the institution. Watts and Hammons (1980) developed a model which rests on four levels of evaluation: reaction, learning, behavior, results. O'Banion (1978, 1981, 1982) cited three levels of overall program evaluation: immediate indicators, changes in staff members' behavior, and improved student development. The two views can be combined into a model which evaluates 1) the activity itself, 2) the individual's learning and behavior, and 3) the institution.

Evaluation of the activity is concerned with the reaction of the participants to the activity itself. The number of participants and their feelings about the activity determine the success or failure of the activity. Hammons (1978) called this the "kneejerk reaction" and felt that this evaluation was more a reaction to how the participants feel about the workshop leader than anything else. But activities are not confined simply to workshops. Reaction to internships, self-instructional modules, conferences, visits to other institutions or industry, and other individualized activities need to be gathered and evaluated. Evaluation at

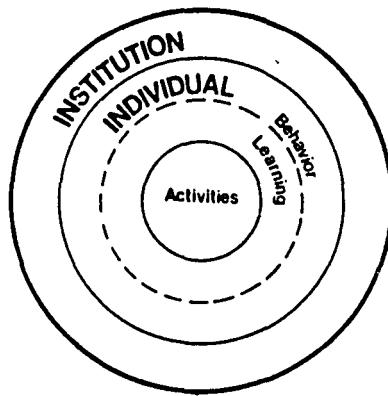


Figure 8. The Evaluation Subsystem.

this level contributes to changes and improvements in the activity itself. The evaluation needs to take place immediately after the activity has taken place.

Evaluation of the individual takes place at two levels:

- 1) the extent of learning which occurs from the activity; and
- 2) the extent to which the activity results in changes in the participant's behavior. The level of learning can be evaluated by determining how much the participant knew before the activity took place and immediately after. If the activity is a workshop or a self-instructional module, pre- and posttesting can determine the extent of learning. If the activity is in the form of a more individualized activity other methods may need to be tried. Among these are self-evaluation, interviews, and sharing sessions with colleagues.

Learning can occur without changes in behavior. Evaluation of the individual's behavior is more difficult. In order to determine if learning has resulted in behavior changes in job performance, observation of the person is necessary. Peer and supervisor evaluation are needed as well as self-evaluation. If the institution views the individual with respect and trust and if communications are open and honest, evaluation at this level will be easier. Evaluation at this level is threatening and can easily be construed as tied to job retention and promotion if communication is not clear.

The primary purpose of evaluation is to appraise the growth of the individual. Needs assessment has helped to determine where improvement and growth is wanted or needed. Evaluation of the individual determines how effectively the staff development process has provided for this growth of the individual. It must be accepted that those results may be used by the institution, the staff development's environment, as a part of evaluating for promotion, tenure, and salary increases. If these are part of the reward structure of the institution it is even more likely that this will occur. However, if evaluation for individual growth has been accomplished within the staff development subsystem, evaluation for promotion and tenure will be a more positive experience in the institutional system.

O'Banion (1978, 1981, 1982) feels that evaluation of the next level is to determine the effect of staff development on improved student development. Watts and Hammons (1980) focused on determining the results of the staff development efforts. Both could be said to be concerned with institutional growth. Evaluation which determines whether staff development efforts have resulted in the growth of the institution (leading to improved student development) are harder to determine. "The difficulty of measurement in this construct is that there are too many variables between staff development and student development" (O'Banion, 1981, p. 158). Evaluation at the institutional level needs to recognize that there are many

variables which can affect the results of staff development. The major question that needs to be considered is whether the climate has improved through staff development efforts so that staff are encouraged to participate in decision-making, curricular revision, and new ways of performing their jobs. A second question to be considered is whether the institution as a whole has changed in positive ways as a result of staff development.

Many methods should be considered and used to evaluate staff development. Each level needs its own methods of evaluation. Activities can be evaluated using such simple measures as counting and opinion surveys. Learning can be determined by the use of pre- and post-tests and interviews. Behavior changes in individual staff members need to be determined by using other methods which involve self-evaluation and observation by peers and superiors. The results of staff development to the institution need more formal and sophisticated methods of evaluation. Formative and summative evaluation, goal-free evaluation, and the medical model of evaluative are three methods that can be used to evaluate the results of staff development to the institution. Formative evaluation is continuous and provides decision-making information for making improvements or adjustments. Summative evaluation is terminal; it takes place after the program has been completed and secures data to determine the effects of the program. Goal-free

evaluation focuses attention on unplanned, unintended outcomes. The medical model of evaluation is a holistic approach that analyzes what goes into a program, the outcomes of the program, and what factors influence the success of the program. One method alone is not sufficient to evaluate staff development effectively as there are so many variables and factors involved in the process. Several methods should be used.

Summary

Staff development is an open system that is dependent on its environment for the importation of energy. As a nonprofit system it also depends on the environment for the resources to provide the processing of the inputs. Planning provides the cycle of events which looks at the environment and the inputs into staff development and assesses the needs of both and the resources available to meet those needs. Programming provides the activities necessary for meeting the needs of the inputs. These activities fall into the areas of organizational, professional, personal, and curriculum development depending on the assessed needs. Planning may show the need for organization development activities at one point and curriculum or personal development activities as a priority at another point. Programming is flexible, based on the needs of the institution and the individual. Evaluation is necessary in order to determine the success of both planning and programming. Evaluation assesses the results of

the system's efforts on the environment as well as the success of the activities themselves and feeds this information back into the planning process in order to correct any deficiencies in the system. Evaluation furnishes feedback which allows the system to correct deviations from its course in the planning stage. It looks at the activities themselves and determines their success. The individual's learning and behavior must be evaluated as well as the effect of staff development on the institution. These four areas must be evaluated in order to determine the changes caused by staff development. In turn, the information assists the planning process.

Although this model is conceptualized as linear, all the processes involved in staff development are ongoing. Each cycle of events (planning, programming, and evaluation) build on each other. They spiral upward, touching on each other as they move in and out in an upward progression. Staff development is not complete without considering and utilizing all the elements of the model: needs assessment, goals and objectives, organization and staffing, and funding; organizational, professional, personal, and curriculum development activities; and evaluation of activities, individuals, and the institution itself. It must also consider environmental factors in order to be successful. This model offers one way of conceptualizing staff development and the requirements for successful outcomes in order to understand the process better.

CHAPTER V

THE MODEL APPLIED: A HYPOTHETICAL SITUATION

Crosscountry Community College (CCC) is a tax-supported, public, nonprofit two-year institution under the control of a local Board of Trustees. It is a part of the North Carolina Community College System. It originated as an industrial education center in 1960, became a technical institute in 1965, and in 1979 became a community college. CCC serves a two county area which includes both agriculture and industry. It offers technical programs leading to an Associate of Applied Arts degree, vocational diploma programs, a college transfer program, and a continuing education program which includes adult basic education and adult high school programs. Technical, vocational, and college transfer courses are offered on the main campus of CCC. Continuing education courses are offered both on the main campus and at various off-campus locations.

The staff consists of both full-time and part-time employees. There are 95 full-time staff members, excluding the president; part-time staff consists mainly of instructors in the continuing education department and fluctuates with the demand. Fourteen administrators, 56 instructors (including professional support staff

e.g., librarians, counselors, etc.) and 18 clerical and 7 maintenance workers comprise the full-time staff. The student body is the full-time equivalent of 3360, with 50 college transfer students, 1000 technical students, 350 vocational students, and 1966 continuing education students.

Crosscountry has had two presidents. The director of the industrial education center was named president of the technical institute and remained as president of the community college until his retirement a year ago. The new president was brought in from another institution at that time. Since he has been there, he has discovered that there is no unified effort at staff development. Staff development has been done by departments, has been directed mainly at faculty, and has consisted of sporadic workshops. For the most part, department heads have decided what their departments have needed. Because there has been no central organization to staff development some departments have had many such workshops while others have had none. Travel to conferences has been considered rewards not staff development. The personnel department has been responsible for travel funds and has awarded these monies in what appears to be a random manner. The traditional orientation for new faculty (including part-time personnel) is held at the beginning of each school year. There is little cohesion within the staff and little understanding of the history of

the institution and its mission or of one division by the other divisions of the school. Some students who have completed programs have had problems getting or keeping jobs.

The staff of one department appears to work closely together. A closer look by the president revealed that this department operates with participative decision-making. Its members cooperate with each other on problems encountered in day-to-day situations and are generally supportive of each other. This department head, after considerable discussion with the president, accepted the position as the first staff development officer for Crosscountry Community College. She is to report directly to the president. Together they decide to make no changes until intensive study and planning are done. This is scheduled for the first year.

The staff developer believes that for the new program to be successful the staff must be involved. She asked that a committee be formed which represents the entire staff. Committee members were to be volunteers or were to be elected by the people they are to represent. This would give more input into the development process. At the same time, she began to explore the sources for funding, pulling together what is already being spent on staff development. She also enlisted the aid of the resource development office to assess the needs of the institution.

The first staff development committee is composed of 13 members: 2 administrators, 2 secretaries, 1 custodian,

6 instructors, and 2 support staff. The first meeting is spent in determining the responsibilities of the committee. The committee decides that it will help determine the methods to be used for needs assessment, help in assessing the needs, develop a budget, determine the goals for staff development, and help locate the resources and personnel for staff development programs. The committee is also to communicate with the rest of the staff, keeping them informed about committee decisions and actions.

Two methods are to be used for needs assessment: a paper-and-pen survey and interviews. Each committee member is to interview eight other staff members. This needs assessment is to be an in-depth evaluation that will provide the basis for a five-year plan. The committee feels that these two methods will provide a means for everyone to express their opinions. The results of the needs assessment show that all four areas need attention with the climate of the institution rating the highest priority. Organizational development is to be the first focus of the staff development program for two reasons: it will involve the entire institution, preventing any one group from feeling threatened; also, it is a good method of improving organizational climate and paving the way for individual growth. The second priority is curriculum revision with departments ranked in the order of most need. The committee decided to leave the orientation sessions as they are for the first year and to include travel

to conferences and leaves for continuing education. In order to do this they developed procedures for applying for travel funds and leaves of absence. The entire staff was given the opportunity for input into this process and was also given final approval. All staff members were to be eligible for these activities, not just faculty.

A budget was developed and submitted for the next year. This budget included funds for outside consultants' fees and travel funds. In addition to sessions on team-building, decision-making, and conflict management, consultants would train committee members in techniques so they could be in-house consultants. In this way OD activities can be continued. The budget was approved and all funds necessary were available.

In the first year of planning there were a number of obstacles to overcome. The members of the committee, although mainly volunteers, were hesitant to voice opinions and it took several meetings to overcome the factors of rank and to accept the notion that the decisions were to be theirs. Administrative intervention helped. At an early meeting the president addressed the committee. He expressed his support for staff development and his belief in what it could accomplish, but made it known that the committee was responsible for staff development, not any one person. He

was there to support their decisions, not to try to influence them in any direction. Most of the committee became more and more involved as the year went on but there were still several who were resistant to the changes. There was apprehension among the staff which appeared as a reluctance to participate in the needs assessment, particularly the interviews. However, there was a supportive president who was willing to do what was necessary to encourage the committee to act but made every attempt not to interfere in the actual planning.

The second year began with the committee attempting to evaluate what had been accomplished. This evaluation was subjective. Activities for the year began with outside consultants working with both the committee and the departments. They also worked with groups of administrators, faculty, clerical, and maintenance staff. These activities were evaluated and the first attempts to evaluate the effect of these activities were begun by evaluating selected staff members. The findings of these evaluations were fed into the planning process for the next year.

Planning began in the second half of the year for the third year. Participation was not voluntary for full-time staff. They had been expected to participate in the activities since they were directed at institutional growth. Part-time employees were invited to participate but it was

noticed that few part-time staff members attended. One of the goals for the third year was to find ways of getting more participation by part-time staff. Two ways were suggested: paying part-time staff for attendance and scheduling activities several times which would make it more convenient for part-time staff to attend. (This could be done more easily as there would be trained in-house consultants then.)

Another problem that developed during the second year was that of release time. It had been assumed that staff members would be released from their duties in order to attend staff development activities. However, some members of the staff were not being given the time to attend. The committee decided to develop a policy for release time. This was given to the president for approval.

The third problem was lack of participation by Board members. The committee felt it was important for Board members to be included in activities involving the entire institution. In order to avoid this oversight, the Board of Trustees was asked to appoint a member to the staff development committee. (This oversight was fortunate because the committee was now comfortable enough among itself so that the addition of a Board member was not intimidating.) Team-building and decision-making sessions were also built into several board meetings.

The goals for the next year included revising two of the technical programs. Activities to be considered to meet this

goal included visiting other schools with similar programs and internships and visits to the industries which hired graduates of the programs. A modified needs assessment showed that activities for organizational development were still needed. It also showed a need for professional development at three levels. The clerical staff wanted help with the new word-processing equipment; administrators indicated a need for personnel evaluation sessions, and the faculty wanted to learn how to individualize instruction. Travel to conferences and leaves of absence were to be continued. Along with these goals was the goal of increasing the participation of the part-time staff. Objectives to meet these goals were developed, staffing for the activities was located, and a budget was developed and submitted to the president.

An overall evaluation was done by the research and development office. This evaluation showed that the overall climate of the institution had improved. The staff had begun to respond to the institution's view that each individual was capable of participating in decision making. Communication had been improved within most departments and throughout the institution. There were some staff members that resisted the changes in the decision making process; several administrators felt threatened by what they considered a loss

of power. Other staff members indicated that they felt the new methods were too time-consuming and slow. Others resented additional responsibilities and the fact that they were expected to participate in development activities. Even with these complaints the evaluation showed that the staff felt that the institution was improved. Evaluation of individuals had been voluntary, but none of those participating had felt comfortable with the process or sure of the purpose. However, the evaluations had shown positive changes in attitude toward both the institution and the work situation.

Taking the evaluation and needs assessment results into consideration, the committee decided to continue individual evaluation on a voluntary basis for another year. The focus of personnel evaluation activities would stress evaluation for growth rather than for promotion and retention. It was also the consensus of the committee that the new policy on release time for staff development activities would help to alleviate some of the feelings of overwork that had been indicated by staff members. The new policy stressed that staff development was considered part of the responsibilities of every position on the campus and that time during the working day should be used to fulfill those responsibilities. It also stated that staff was expected to participate in all activities directed at institutional growth.

The committee had consisted of the same group for two years. Much had been accomplished and each member had expended a great deal of time and energy in their efforts for an organized comprehensive staff development program. It was time for changes to be made to allow for participation by other staff members. Six committee members were replaced at the end of the second year; the rest of the committee would be replaced at the end of the third year. This would provide continuity to the committee and give the new members the opportunity to become familiar with the responsibilities of the committee. Committee members would serve two-year terms. The new members were to spend the summer preparing to assume responsibilities the beginning of the next year. Those members who were being replaced would still serve as internal consultants for organizational development and would serve as staff members for activities when asked. This rotation would provide for other staff to become more actively involved in the program.

The third year began with a cutback in funds. The first two years the president had found the funds requested for staff development, but it was not possible to do so the third year. The staff developer and the committee had to reduce expenditures for the year. To meet the reduced budget, curriculum revision was reduced to one program, part-time participation was left as a voluntary activity, and travel

funds were reduced. This experience resulted in a decision to explore the possibilities of grants to supplement staff development. The coordinator worked with the research and development office to locate grants that could supplement staff development funds.

Needs assessment was done as the third year began. The first year had begun with an intensive assessment of all full-time staff as to the needs of the institution. The second year a modified assessment was conducted that was directed primarily at full-time staff. The third needs assessment included interviews with part-time staff as well as a paper-and-pen survey of the entire staff. This assessment showed that full-time staff were ready to begin exploring ways in which they could begin to grow as individuals with the help of the institution. More individual needs were expressed in this assessment than in the previous ones. As a group, part-time faculty indicated a need for help with teaching methods and more contact with the departments in which they taught.

The committee had planned and scheduled activities to meet the goals determined at the end of the second year. With the information from the needs assessment they decided to record those activities so that they could be used at later dates by individuals and small groups. They also decided to find volunteers from the full-time staff to act

as a liaison with selected part-time staff. These volunteers would help with problems encountered by the part-timers and would also serve as a means of informal communication. There was no way to give these volunteers extra time or pay for this service, but ways were discussed in which to recognize these efforts. It was also decided to apply for several grants which were available.

The staff development activities the third year focused primarily on activities for institutional improvement with specific professional development activities. Attendance and participation were expected for these activities. Evaluation of activities showed that these were well received. Curriculum revision had proceeded slowly, but the participants indicated a sense of accomplishment. One program was ready for the revisions to be implemented in the fall quarter. The revision process had pointed out areas of development that needed to be addressed in order for these changes to be successful. Individual evaluations showed that staff development had provided new learning that had, in the majority of cases, led to positive changes in behavior. Institutional evaluation showed that the institution was continuing to grow and improve with the changes that were taking place.

The end of the third year found several staff members who had been at Crosscountry for many years leaving the

institution. Changes in the way the institution was operating were suspected to be one of the reasons for this turnover. Many of these positions were at the administrative level, and, for the first time, present staff members were promoted into these vacancies. New staff members were employed at a lower level with the understanding that staff development participation was expected.

The staff development committee did not form specific goals for the next year. It was decided that the time was right to focus more on the needs of the individual. With the personnel evaluation activities of the year, the institution was ready for needs assessment and evaluation for every staff member. With this in mind, the committee postponed any planning until the beginning of the next year. The committee was also hesitant to prepare a budget. Instead, it requested that the president consider staff development a line item which received 5% of the total budget. The president and the Board of Trustees considered this suggestion. Staff development became a line-item expense but was to receive 3% of the total budget. This assured the staff that staff development was now a viable part of the institution. The president also promised that whenever possible staff development would receive more than 3%.

Through the first two years of its existence the staff development committee had been actively involved in the

decision making and planning. The coordinator had felt that this was necessary so that the staff as a whole felt that they "owned" the process. During the third year the committee began to rely more on the coordinator to make recommendations and decisions. The committee acted in an advisory capacity, approving and supporting the decisions she made. Committee members discussed options suggested but relied heavily on her efforts.

Needs assessment in the fourth year focused on the needs of the individual. Staff members were encouraged to evaluate their own needs through introspection and peer input. Then each staff member listed his needs in priority order with the help of his department head and submitted them to the staff development coordinator. This needs assessment also showed areas that the institution needed to improve on. From these needs assessments, the coordinator determined the goals and objectives for staff development for the year, planned activities to meet those goals, and submitted this plan to the committee. (The coordinator had involved committee members informally in the planning process.) Several different activities were planned for each goal wherever possible. Activities were planned for professional, personal, and organizational development. Staffing for the activities were both internal and external. Curriculum revision was begun for two degree programs.

Evaluation of the activities included suggestions for improvements. These were implemented when the activities were repeated. The majority of the participants found the activities relevant and interesting. Learning was evaluated and it was found that the majority of activities had provided new information for the participating staff. Evaluation of individual behavior was regarded with apprehension by many staff members but they later reported that it was beneficial to them as individuals and, in most instances, fair and open. Their participation was not only expected, it was invited. These evaluations determined that the majority had benefitted from the activities in which they had participated. Positive changes in job performance were discernible. These changes contributed to the overall improvement of the institution, which was reflected in comments by students and other members of the community which Crosscountry served, as well as by the staff members themselves.

The fifth year of the staff development program began as the fourth year had with needs assessments being done within the departments. These were again submitted to the staff development coordinator who developed the goals and objectives for the year, taking into consideration the amount of money allocated for the year. Staffing was arranged composed of both internal and external consultants. Most of the staff had indicated an interest in the curriculum

revisions that had taken place. Three programs were planned for everyone in the institution in which the departments who had revised curricula presented the revisions to the rest of the staff and explained the process they had gone through in determining the changes. This led to more requests for curriculum development. Two more degree programs began making revisions during the fifth year. Activities for the year were in the areas of organizational, professional, and personal development as well as curriculum development. Professional and personal development activities were individualized wherever possible, and workshop sessions were repeated at varying times in order to make it more convenient for staff to participate.

Evaluation was done at all three levels. Activities were evaluated and improved. Most of the activities were relevant and well conducted. Evaluation of the individual was beginning to be perceived not as a threatening experience but as a part of the growth process. The overall evaluation of the institution showed positive growth through the changes that were taking place. At the end of the fifth year, staff development was becoming an accepted part of the institution.

Summary

Crosscountry Community College is a hypothetical but realistic two-year educational institution. The systems model for staff development has been applied to this situation and shows how one community college uses the model.

Other institutions must take into account different variables that are a part of the institution.

At Crosscountry, the president initiated the effort for a staff development program. He provided administrative support but encouraged the staff to assume the responsibility (ownership) for the program. As necessary as administrative support is, of equal importance is the commitment from all levels of the staff to the growth process. This was accomplished initially at Crosscountry with the emphasis on committee responsibility and the equal representation of the staff by the committee. Later in the program, individuals assumed more responsibility.

The participants were involved in all stages of staff development from planning through evaluation. All staff members had input into the needs assessment, and the committee (the staff's representatives) determined the goals and objectives to meet those needs and their order of importance. As the program developed, staff members became internal consultants directing and evaluating activities. Participation was not voluntary. All staff members were expected to participate in activities and to evaluate them. They were also expected to participate in evaluating their own growth and the growth of the institution.

The first needs assessment showed the greatest need to be in the area of organizational development. In focusing on this area the first year activities began, the committee

changed the immediate focus from the individual to the institution. This removed any feelings of personal threat. Staff development began with institutional growth and moved to include individual growth as the staff became more receptive to it. Yearly needs assessment provided the flexibility to maintain relevancy by responding to these changes.

This application shows how the staff development process works using the systems model. It is continuous not periodic. Each stage feeds into the next: planning into programming, programming into evaluation, and evaluation into planning. Yet one stage does not stop when the next stage begins. All three stages are ongoing as the application of the model to this institution demonstrates. Application of the model is developed over a five-year period in order to show all the components in the programming stage being used and to show the flexibility of the model. Staff development is not an overnight cure but takes time to become part of the institution.

CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS

This dissertation began with a brief history of staff development in the community college. A review of the literature looked at the components and practices in staff development. The concept of general systems theory was discussed and staff development was related to that theory as an open system. Environmental factors which affect staff development were pointed out. A conceptual model was developed based on the principles of systems theory and the elements of staff development found in the review of the literature. Finally, this model was applied to a hypothetical situation in an attempt to show one way in which the model can be applied. The conclusions that can be drawn from this study are as follows:

1. The review of the literature show that there are many elements involved in the staff development process. Different authorities focus on various elements; few discuss a majority of the elements, but only emphasize one or two while neglecting others. Most of the models in the literature focus on the components of organizational, professional, and personal development. None of these models show the relationships of the elements to each other or their

interactions. This clearly demonstrates the need for a model which integrates the many elements involved in staff development and the relationships of these elements to each other.

2. General systems theory shows how biological and social systems relate to their environments. Staff development can be looked at as an open system which operates within the environment of the community college, receiving its energy from that environment, transforming it, and returning it in a changed state. Systems theory shows the relationship of a system to its environment and it also demonstrates the relationships of various subsystems to each other to form a system. This study has demonstrated that it is possible to use systems theory to integrate the various elements involved into a conceptual model.

3. Staff development is not a "quick fix". It is a long-term process which takes several years before the results of staff development efforts can be determined to be effective. In the interest of time, this study could not be applied to an actual situation. However, when the model was applied to a hypothetical but realistic situation it showed that a systems model of staff development can work.

Recommendations for Further Study

The purpose of this study was to develop a conceptual model for staff development based on a review of the literature. Systems theory was used as the framework for

this model. The model was shown to be applicable based on a hypothetical situation. Based on this dissertation, the following areas are recommended for future study:

1. The model should be evaluated by the chief executive officers of community colleges. Asking these leaders to evaluate this model would demonstrate their perceptions of staff development and allow adjustments of the model reflecting their perceptions.

2. The model could be evaluated by staff development coordinators in community college situations. This evaluation would determine the validity of the model from the perspective of those persons whose primary duty is staff development.

3. The model needs to be applied to an actual situation. Although how it could be applied has been demonstrated using a hypothetical situation, staff development should be implemented in a community college using the systems model. At least five years should be allowed for a pilot study; this would give an adequate time period for thoroughly testing the model and for institutionalizing staff development as a subsystem of the institution.

4. Various elements may interact differently under different circumstances. Four environmental factors were considered in developing this systems model. There may be other factors which also affect staff development. A more detailed analysis of factors affecting staff development

(e.g. political, attitudinal) needs to be done in order to better understand the staff development process.

5. The review of the literature reflects the potential for a conflict between individual and institutional development. This could be detrimental to the staff development process. Studies should be done to reconcile differences in these areas in order to improve the growth of both the individual and the institution.

6. The literature presents many different types of activities for individualizing staff development. New studies should be done to determine if there are other useful methods to provide for the growth of the individual in the institutional context.

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