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A proposed framework for individualizing staff development programs in the North Carolina community college system

Taylor, Susan R., Ed.D.

The University of North Carolina at Greensboro, 1988

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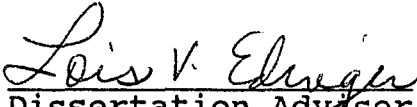
COMMUNITY COLLEGE SYSTEM

By

Susan R. Taylor

A Dissertation Submitted to
the Faculty of the Graduate School at
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of the Requirements for the Degree
Doctor of Education

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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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TAYLOR, SUSAN R., Ed.D.   A Proposed Framework for Staff
Development in the North Carolina Community College System.
(1988) Directed by Dr. Lois Edinger.   139 pp.

This study developed a framework for staff development

for all employees in the fifty-eight institutions in the

North Carolina Community College System.   To develop the

framework, several areas were studied: the current staff

development practices of the NCCCS, a review of the

literature on staff development, adult learning theory, and

adult life and career stages.   Data for the current status

of staff development in the NCCCS were supplied by

questionnaires sent to the person(s) responsible for staff

development in each of the fifty-eight institutions and by

interviews with staff development representatives in two

selected colleges.

The primary component of the framework is a

professional growth contract which allows for the

individualization of staff development for all employees in

each institution and which enables individuals to assess

their needs, to determine appropriate professional goals,

and to plan the procedures to carry out those goals.   A

secondary component allows for group activities derived from

needs listed in the professional growth contracts and from

yearly departmental/divisional needs assessments.

Other essential elements are (1) a full-time director

of the staff development program, (2) a staff development

committee representing all areas of the school, (3) a formal

plan, (4) institutional support through administrative

commitment and funding, (5) voluntary activities, (6) evaluation procedures for all activities, and (7) a staff development approach based on the needs of the institution as well as the individual.

The major conclusions of the study are:

(1) There is a need for more formal institutionalized staff development in the NCCCS.

(2) Seven essential elements must exist if staff development is to become more important in the NCCCS.

(3) Specific guidelines for staff development programs at local institutions in the North Carolina Community College System need to be developed.

(4) The individualized approach is the most appropriate method to handle the wide variety of needs of all employees within the two-year institutions.

(5) The planning of staff development programs must give attention to the adult learning process and to adult life stages and career stages if those programs are to be relevant and worthwhile for the participants.

(6) Staff development approaches must consider both institutional needs and individual needs.

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CHAPTER 1

INTRODUCTION

Background

Staff Development in Higher Education

Even though most two- and four-year colleges and universities have had some practices to aid in the professional development of their faculties for many years, studies have shown that prior to 1970 there was a lack of emphasis in this area. In the 1970's, however, as faculty development became a priority for all higher education institutions, a proliferation of books and articles on recommended approaches appeared; and the topic became the subject of local, state, and national conferences. Two national organizations were formed, the Professional and Organizational Development Network in Higher Education and the National Council for Staff, Program and Organizational Development of the American Association of Community and Junior Colleges. There were also two university directed institutes for professional development: the National Institute for Staff and Organizational Development at the University of Texas and Memphis State University's Institute for Academic Improvement. In addition, monies from state, federal, and private funding agencies became more readily available for faculty development activities.

The 1970's also saw a major shift in the focus of faculty development in two-year institutions from the elimination of preservice deficiencies to the handling of contemporary problems faced by faculty. (Wallace, 1975) During the 1960's, faculty development in community colleges concentrated on preservice teacher education to orient and assimilate large numbers of new personnel needed because of the rapid growth of the colleges. Because most faculty members came from secondary school backgrounds, college administrators felt they needed to correct preservice deficiencies of the new instructors by providing help in understanding the community college and its students. Easy access to abundant resources allowed administrators to hire new instructors with the necessary skills rather than having to retrain existing faculty. An added bonus was that new faculty members brought different, innovative ideas into the institution.

Between 1968-1974, the job surplus and excess funds ended, and the thrust in faculty development turned to inservice education to keep already employed faculty "professionally refreshed and upgraded" (Salm, 1979, p. 12) and able to deal with new situations being faced for the first time. In 1988 these situations still exist, and most stem from changes in the workplace that directly affect faculty members. Because of a steady or dropping rate of growth in the student population in postsecondary education, there is

no need for as many full-time faculty members as there was
in the past. Not as many new professors are being hired,
and when full-time professors retire or leave, part-time
instructors are often hired to fill those vacancies. This
situation has created a surplus in the faculty job market.
Recent statistics show that there will be virtually no
growth in faculty employment in higher education through the
year 2000. (Shulman, 1979, p. 25)

Faculty members who already are employed are also
experiencing declining mobility within their own institution
or between institutions. The majority of faculty are now
between thirty-five and forty-five years of age. (Shulman,
p. 20) Because of the decreased mobility and rewards, these
faculty members will probably remain at their institutions
for another twenty to thirty years; thus colleges and
universities will have this same faculty at the start of the
twenty-first century. Increased interdependence between
faculty and their employer institutions is now a reality
that cannot be denied. Because there is less turnover and
fewer new faculty members coming into the institutions,
colleges and universities must depend on the present staff
for new ideas in curriculum and teaching methods.

One condition that has created the need for new ideas
in instructional techniques and courses is the influx of
adult students to colleges and universities. This group,
known as the "nontraditional" student population, is

comprised of adults returning to college and those who have never had any postsecondary education. Subgroups of this population include the handicapped, foreign students, women, and minorities. Many of these students lack basic skills and will need an instructor who can not only teach a remedial course but also provide the comfortable, flexible, and emotionally stable environment which is necessary for adult students to achieve in postsecondary education. New instructors may lack these skills because of deficiencies in their preservice preparation. Part-time instructors are often deficient in this area because they have fewer degrees and less experience. Even practicing faculty members who are facing this more mature and diverse student population for the first time often lack the necessary skills to provide the appropriate instruction for these students.

Another difficult and challenging area for faculty is that of the rapid technological change that is taking place in all aspects of instruction. Either from lack of time or lack of interest, faculty are finding it difficult to stay current with all developments in their particular area of expertise. College equipment may become outdated within a few years, and opportunities for teachers to have practical experience with state-of-the-art technology are limited. The result is a gap between instruction and the demands of the real world.

The current emphasis on faculty development and instructional improvement can also be attributed to the "general disenchantment" with the quality of college instruction expressed by students, parents, and state and federal legislators. (Centra, 1976, p. 2) Students are vocal about expressing their dissatisfaction. Parents wonder if the quality of education matches the rapidly escalating costs. Legislators are pressuring public institutions to become more accountable, and some states, such as North Carolina, have allocated money specifically for instructional improvement. At the national level, several major reports have been written which criticize the quality of instruction and teacher training in all levels of education. One of these, a 1972 report submitted to the President and Congress by the National Advisory Council for Educational Professional Development, focused on the need for more effective training for community college teachers. (Centra, p. 2)

Even though the literature usually refers to faculty facing these new situations, all employees at two-year institutions are affected in varying degrees. Hammons (1975) says that probably the greatest reason for staff development in community colleges is for those who work in these institutions to become accustomed to the constant need for change. He argues that community colleges are

constantly evolving and that the colleges of the future will
not resemble the colleges of today so all employees must be
able to deal with that reality. (Ellerbe, 1980)

Staff Development in the North Carolina
Community College System

A 1979 study of staff development practices in the
North Carolina Community College System showed that 49
percent of the institutions had established some type of
faculty development programs and that these programs had
been in existence for an average of six years. (Ellerbe,
1980, p. 47)   The faculty development practice rated most
effective on the survey was paid educational leave; the most
used practice was "utilization of travel funds to attend
professional conferences" (Ellerbe, pp. 61-62).   Workshops
and seminars to help faculty improve their skills, instruc-
tional methods, and knowledge of subject matter were
prevalent in a high percentage of the colleges.   Respondents
reported that the major problem in supporting faculty
development was inadequate funding.   Only a few of the
respondents reported that faculty development activities
were evaluated. (Ellerbe, p. 55)

In 1974 the North Carolina Department of Community
Colleges recognized a need to become involved with staff
development in the fifty-eight two-year institutions.   The
Department established a Staff Development Services Office
which was given the task of defining both its role in staff

development and its relationship with individual colleges in the system, only a handful of which had any staff development programs in place. The Department also recognized the need to develop opportunities for all community college employees, not just faculty members, and urged all institutions to set up a staff development plan.

In 1977 the Department of Community Colleges took another step by producing a comprehensive staff development planning model for the state's two-year institutions. The model was designed to provide for the professional development of all faculty and staff in an institution. One of the model's basic principles was that staff development was the responsibility of the individual who should prepare an annual professional development plan. All the annual plans together would form the total institutional plan which was "to satisfy both the institution's needs and the needs of the individual" (North Carolina State Department of Community Colleges, 1977, p. 6).

Another tenet of the model was that an institution's plan should reflect needs identified by comparing the qualifications of faculty and staff with local standards or requirements of accrediting bodies. Also, the model spelled out two levels of professional development, which were the maintenance of an employee's present level of competence as well as expansion of skills to meet new roles and responsibilities.

The model provided a plan for staff development in each institution that included the "identification of competencies, the assessment of institutional and individual needs, the consolidation of needs, the planning of strategies, and evaluation of the program" (North Carolina State Department of Community Colleges, 1977, p. 10). To perform these functions the faculty and staff were organized into four different types of committees. It is not known if the model was ever implemented in any of the fifty-eight institutions.

During its early years, the Staff Development Services Office decided that creating and implementing programs on the local level should be left up to individual institutions and that the role of the state staff would be to give "technical assistance to the institutions" and to plan, coordinate and/or lead major workshops and conferences for all institutions. (Gay, 1981, p. 1) In 1978 the Department began the Professional Development Institute (PDI), a "centralized coordinating structure" which was to begin providing "regular and systematic training experiences based on actual institutional needs." (Gay, p. 1) The pilot group included twelve institutions in the western part of the state. Because of the success of the pilot projects, the state was divided in 1979 into four PDI regions where staff development activities were implemented.

Even with these successes, however, the personnel of the Staff Development Services Office felt that they were

just "presenters, model makers, and consultants," (Hunter et al., 1981, p. 1) who could not efficiently and effectively assist the state's institutions because they did not have specific policy guidelines, resources at the state level to fund staff development activities, or authority to direct allocations of monies to the institutions. Thus they concluded that the staff development needs of the system were not being adequately met.

In 1979 Dr. Larry J. Blake, then state president of the North Carolina Community College System, reorganized the Department of Community Colleges and asked for a detailed analysis of the functions of all its divisions. He asked that a task force be formed to "look at the overall topic of staff development in the North Carolina community colleges and technical institutes" (Hunter et al., p. 2). The group was asked to analyze needs in the areas of "management development, faculty development, support staff development, and the various categories of specialist staff development" (Hunter et al., p. 2). In addition, he commissioned the group to examine the "roles of the individual, the institution, the state, and the professional association in staff development" (Hunter et al., p. 2).

The ten-member task force represented all geographic areas of the state and all sizes of institutions. The members included trustees, presidents, instructional administrators, fiscal officers, student services

administrators, and staff members from the Department of
Community Colleges. They developed a system-wide needs
assessment which was sent to the presidents of all
fifty-eight institutions in the system. Responses from
fifty-five of the fifty-eight institutions were received.
The group adopted a broad definition of staff development
that included "all personnel of the institution" because
they recognized that "secretaries, bookkeepers, janitors,
administrators, technicians, and all other employees have
development needs which have a significant impact upon the
efficient operation of the institution" (Hunter et al.,
p. 3).

Information from the surveys showed that the presidents
strongly preferred inservice training as a means of meeting
their institutions' staff development needs. They felt that
some groups such as part-time faculty, security, mainte-
nance, clerical employees, and trustees needed to receive
more inservice training than they had in the past. The
presidents further felt that full-time faculty members
needed increased knowledge in the areas of pedagogy, knowl-
edge of subject matter, and knowledge of clientele.
Administrators' needs included communicating, controlling,
managing, studying legal and policy aspects of management,
and planning and organizing. (Hunter et al., p. 10)

The task force advocated a personal staff development
plan for each employee in an institution. The members saw

the personal plan as the basis for the institutional staff

development plan. They felt that the key to the success of

inservice training was this shared responsibility. The

individual plan would reaffirm the responsibility of each

person to maintain professional and technical competence

while the institutional plan would make sure that these

individual efforts were focused in the right direction and

that these efforts were sufficient to satisfy institutional

needs.

From the analysis of the data collected from the

surveys, the task force recommended the following:

1. That a policy statement be adopted by the State
   Board of Community Colleges which would require each
   local Board of Trustees to adopt a policy statement
   on Staff Development and provide a philosophical
   formulation for Staff Development in the System. A
   local policy on Staff Development should be
   required to be eligible for Staff Development funds.
2. That funds be acquired for Staff Development
   activities and allocated to the institutions on a
   formula basis with an additional requirement that
   the institutions develop a comprehensive Staff
   Development plan to be eligible for funding. The
   plan should include Staff Development opportunities
   for all employees.
3. That the institutions provide Staff Development
   activities for all part-time employees.
4. That the State Board request funds for Staff
   Development in the 1981-1983 biennium at a level of
   approximately one percent (1%) of the current
   expense budget.
5. That approximately 10% of the available funds for
   Staff Development be retained at the state level for
   funding regional or statewide activities or where
   justified to supplement the regular allotment to the
   institutions.
6. That the role of the state in Staff Development be
   consistent with the role generally adopted by the
   Department and that the role, in general, be limited
   to those activities which the department can do more
   effectively and efficiently, such as coordination of

regional-, state-, and consortium-type Staff
Development activities.
7. That the responsibility for the distribution and
accountability for Staff Development funds used in
the institutions rest with the local institution.
(Hunter et al., p. 20)

The next years, beginning with the 1980-1981 fiscal
year, saw the expansion of the services of the Staff Devel-
opment Services Office. A fifth PDI region was added, and
workshops were planned for all five regions. A proposal for
an additional PDI, specifically designed to serve
vocational/technical educators, was funded through the
office of the Occupational Education Research Services.
Managed by the Staff Development Services Office, this PDI
was put into operation from September 1, 1980 - August 7,
1981. "Because of common needs and a strong cooperative
spirit," (Gay, p. 1) the thirteen institutions comprising
the western PDI region were again selected to be served by
the vocational/technical PDI. Representatives from each of
the participating institutions formed an advisory group to
give advice and direction to the state staff. Seven
seminars, based on institutional needs assessments, were
implemented. Other activities that the state staff
sponsored were statewide workshops for staff development
officers in each institution and regional meetings where
needs assessments for PDI workshops were conducted. Both
activities have continued on a yearly basis.

Today forty-two of the fifty-eight institutions have
formal staff development plans, that is, plans with written

guidelines and procedures and an organized method of imple-
menting activities and choosing those who will be in charge.
All other institutions have informal staff development
plans. (Taylor, 1987, p. 1) Many of these institutions,
however, did not have any type of staff development program
until the 1986-1987 fiscal year when the North Carolina
legislature allocated to the Department of Community
Colleges $1,230,000 for "upgrading and retraining" of
community college faculty. (Berlam, 1986, p. 1) The
allocation of this money fulfilled recommendations 4 and 5
of the 1979 task force. Institutions had to implement some
type of staff development structure led by one person and/or
a committee to handle all paperwork and details associated
with the money and its appropriation to the instructors
involved in the retraining projects.

The Staff Development Services Office, given the
responsibility to administer these funds, decided upon a
three-tier funding process. Tier I, a total of $738,000,
was established as an entitlement program to institutions.
Each institution received a base allotment of $6,000 with
the remainder of the $738,000 allocated on an FTE ratio.
Institutions wishing to obtain the funds had to submit a
plan for approval to the Staff Development Office. The
emphasis of activities in the plan was to be on return-to-
industry programs and other retraining opportunities for

part-time and full-time faculty to improve their knowledge in their subject areas.

Tier II monies, totaling $246,000, were to be used for competitive grants submitted by interested institutions. Again the highest priority was placed on technological training and return-to-industry projects with emphasis on "creativity and innovation of new concepts" (Berlam, 1986, p. 3).

For Tier III $246,000 was allocated. This money was for state-sponsored initiatives such as field testing new types of training programs, allowing for the development, monitoring and evaluation of new programs, and creating articulation and cooperation in training programs with business and industry. (Berlam, 1986, p. 3)

In the 1987-1988 fiscal year, monies were once again allocated to the community college system from the state legislature for training teachers in "subject content area or technical skills" (Berlam, 1987, p. 1). This time the funds were divided into two tiers: Tier A, equivalent to the 1986-1987 Tier I, and Tier B, equivalent to the 1986-1987 Tier III.

Purpose of the Study

The issue of staff development has become a crucial topic for all fifty-eight two-year institutions in North Carolina. Even though the 1986-1987 Tier monies provided

the stimulus for all colleges who had not done so to begin
some form of staff development program, a large percentage
of these programs were still in their infancy. Under the
guidance of the Staff Development Services Division, some
resources had been provided to help these colleges set up
their programs. Through regional workshops and seminars and
statewide staff development conferences, representatives
from each institution had had an opportunity to talk with
peers in the system and informally gain information. But
there were no formal models or guidelines designed
specifically for the North Carolina Community College System
that were being used by schools to choose an appropriate
approach and to set up a formal staff development program.

The purpose of this study, therefore, was to develop a
framework for staff development that could be implemented by
any of the fifty-eight institutions in the North Carolina
Community College System. The framework was based on
theories of adult learning, research on adult life and
career stages, and information on staff development programs
already in existence in the system. With this research as a
basis, the model emphasized the "holistic-orientation"
approach to staff development. This approach said that
staff development should be individualized so that it could
include both personal and professional growth of the staff
members. At the same time, the individualized plan should
provide benefits to the institution when the plan has been

completed. The framework must also consider the typical financial constraints felt by most two-year institutions, the size of the school, the number of employees, the location of the school, and the particular population served by that school. Therefore, the model must be flexible enough to be used in varying degrees to accommodate each institution's needs. It was hoped that all fifty-eight community colleges would be able to use part or all of this framework whether they were just beginning to organize a program or whether they already had established programs.

Plan of the Study

This descriptive study was divided into three phases. The first phase consisted of two parts: (1) a general questionnaire given to the person(s) in charge of staff development in all fifty-eight two-year institutions in the North Carolina Community College System and (2) interviews conducted at two institutions, one with a formal staff development program and one with an informal program. The survey provided information about the characteristics, organization, funding and personnel of each staff development program, the types of activities it sponsored, the approach upon which it was based, and the attitudes toward staff development of employees and administrators at the school. The interviews were conducted with the persons responsible for the staff development programs in the two

selected institutions. The purpose of the interviews was to gather information for in-depth case studies of two staff development programs, one of which already contained some elements of the holistic-orientation approach, i.e., an individualized program.

In the second phase of the study, the literature was surveyed to identify the conceptual basis of current staff development approaches used in community colleges with particular emphasis given to the individualized approach. A specific example of an individualized program was described. This section contained information about the following areas:

I. Remedial-Environmental Approach

II. Holistic-Orientation Approach

    A. Adult Learning Theory

    B. Adult Life Stages

    C. Adult Career Stages

III. Individualized Staff Development Plan - Growth Contracting

In phase three, a framework for staff development that could be used in any of the fifty-eight two-year institutions in North Carolina was designed. This framework focused on the individualized approach but took into consideration practical realities, such as funding and administrative and staff support of two-year institutions in North Carolina.

Significance of the Study

Because there seemed to be no specific guidelines used by individual institutions in North Carolina to establish staff development programs, a framework would be a valuable tool for planning and implementing programs within departments of each institution, within each institution as a whole, and perhaps within other two-year institutions throughout the country. Each college's particular circumstances would dictate exactly what kind of programs could be implemented, but a framework would at least provide the starting point for an individualized program. Many staff members who have had little or no opportunity for personal and professional growth would benefit. A historical view of staff development in the North Carolina Community College System and information that could be used by state leaders as they plan for the future were also provided.

Basic Assumptions

The basic assumptions of this study were that (1) accurate data concerning the current status of staff development programs could be obtained through a field-tested mail questionnaire and in-depth interviews at two selected schools; (2) a comprehensive description of staff development programs could be written if there were a 100 percent response rate to the survey; (3) the survey, interviews, and review of the literature would provide

enough information to build an effective framework of staff
development that could be used either partially or totally;
(4) most institutions in the North Carolina Community
College System were not using an individualized approach to
staff development; (5) individualized staff development was
the most practical approach for all employees in all
fifty-eight institutions; and (6) many institutions needed
guidance in setting up a more organized, formal type of
staff development program.

Limitations of the Study

Several limitations influenced this study.

1. The study was only an indication of the quality of
   staff development in the North Carolina Community
   College System as perceived by the staff development
   representatives in each institution and by the
   author.

2. Formal evaluation of staff development activities
   rarely existed in any staff development program.
   Usually evaluation was very informal and haphazardly
   executed. This fact made it difficult to speak with
   authority about the benefits and/or drawbacks of
   any program or to make concrete comparisons among
   several programs.

3. Current theories of staff development do not take
   into account those employees who resisted staff

development activities, only those who responded
positively. Thus, there was no conclusive evidence
that any program interested all employees, including
those who would not normally participate.

Definition of Terms

Because of the numerous articles about staff develop-
ment in recent years, there exists a great deal of confusion
as to the exact definition of the term staff development.
"Staff development has been used interchangeably with
faculty development, professional development, and inservice
education" (Joseph, 1985, p. 5). To reduce this confusion,
terms used throughout this study are defined here for
clarity.

Staff Development: opportunities for continued
professional and personal growth for all personnel who work
in the two-year institution, including administrators,
faculty, clerical staff, paraprofessionals, housekeeping and
maintenance staffs, and security personnel.

Faculty development: activities designed to improve the
teaching abilities of the faculty.

Inservice education: sporadic professional development
activities mandated by administrators for teachers usually
at the elementary and secondary levels.

Adult developmental life stages: a series of sequential
life stages through which adults proceed.

Career developmental stages: an evolutionary process in which the individual experiences a series of successes and disappointments which help change and shape career goals.

Individualized staff development program: a program of development created and implemented by each staff member according to his needs resulting from his particular personal and professional life stages.

Formal staff development program: a program that has some or all of the following: written guidelines and policies, goals, and an organized method of planning activities and of electing or appointing those in charge.

Full-time equivalent student (FTE): a measure of a unit of instruction. Sixteen student membership hours per week for 11 weeks or 176 student membership hours for each quarter enrolled constitute a quarterly full-time equivalent student. (North Carolina Administrative Code, 1986, p. 80a)

Summary

The purpose of the study, a statement of the problem, the basic assumptions and limitations of the study, and definitions of pertinent terms used throughout the study were discussed in this chapter. The remainder of the study is as follows:

Chapter 2: Review of the Literature

Chapter 3: Methodology

Chapter 4: Analysis of Data

Chapter 5: A Proposed Framework for Staff Development

Chapter 6: Summary, Conclusions, and Recommendations

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The literature on faculty development, or inservice
education as it is referred to in the public schools, has
been described as "voluminous and as haphazard--as the
programs it describes" (Nicholson, Joyce, Parker & Waterman,
1977, p. 4). By 1977 there were already more than one
thousand documents on faculty development listed in the ERIC
system as well as hundreds of articles reported in other
educational indices. The articles ranged from simple lists
and sources of types of faculty development, to descriptive
studies of existing or completed projects, to extensive
research reports on approaches to faculty development. Much
of this literature came from a public school orientation,
but by the 1970's an increasing number of articles were
being written about faculty development approaches in two-
and four-year colleges and universities. Recent studies
refer to "staff development" where professional development
activities are offered to all employees in a higher educa-
tion institution.

All of these approaches, whether developed and used in
elementary, secondary, or higher education systems, can be
classified under two fundamental models: the remedial-

environmental model and the holistic model. Holly (1982) calls the remedial-environmental model a deficit model because it is characterized by "prescription and remediation" (p. 20). The main purpose of faculty development approaches based on this model is to remove teachers' deficiencies. The holistic model, on the other hand, views faculty development as a process of growth and development in which each individual is able to bring out all his "capabilities and possibilities" (Holly, 1977, p. 29). Both models have been developed primarily as a result of looking at faculty development, but the concepts can be applied to staff development activities for all employees in a higher education institution.

The purpose of this chapter is to review the literature as it relates to three areas of faculty development: the conceptual framework of two faculty development models, the remedial-environmental and the holistic; the individualized approach to faculty development, based on the holistic model; and growth contracting, a faculty development program that uses the individualized approach. Emphasis is placed on the holistic model and the individualized approach to faculty development because they provide the conceptual basis for the proposed staff development framework for the fifty-eight two-year institutions in North Carolina. This framework is developed in Chapter 5.

Models of Faculty Development

Remedial-Environmental Model

The premise of the remedial-environmental model is that problems in the school or with teachers are caused by such situations as inadequate information and/or inadequate skills. The belief is that "if these skills and information could only be imparted to teachers, they would be more effective in the classroom" (McLaughlin & Berman, 1977, p. 193). This form of faculty development was prevalent in the 1850's, '60's, and '70's when public school teachers had little or no preparation for their vocation. To review basic subject matter, principles of discipline, and recommended approaches to the teaching of reading, writing and numbers, teachers attended two-or three-day institutes and short courses in the evening.

> The purpose of these institutes was primarily to enable teachers to bridge the gap between what they were expected to know and what were in fact their level of knowledge and their teaching competencies. . . (Tyler, 1971, p. 6)

A faculty development program based on the remedial-environmental model is usually administered by "experts" in the top administrative levels who think they "clearly know" what teachers' needs are and thus can prescribe a "regimen of programs for the deficient" (McLaughlin & Berman, 1977, p. 193). Attention is not given to the individual teacher's needs nor is there any consideration of faculty

participation in determining the topics or formats of

development activities. The result is typically a

standardized workshop or seminar for all teachers. Often

administrative attendance is weak at such functions.

Holly (1980) describes this model by saying:

> The image of the teacher is a behavioristic one which
> can be traced back to John Locke and the concept of
> tabula rosa ('blank slate'). Emphasis is placed upon
> the environment--setting up events and circumstances
> which will shape teachers into more adequate, competent
> people. The major concerns are, how can teachers and
> teaching be improved? and how can teachers keep up with
> new demands and knowledge?
> By diagnosing teachers' 'needs,' the specialist can
> prescribe offerings. Teachers are looked upon as
> learners who are more highly experienced, more set in
> their ways, more complex in their reasoning, and,
> therefore more difficult to teach than children.
> Adults do, however, share characteristics with
> children but on a different level. For instance,
> concepts such as imitation, modeling, and
> reinforcement, derived from social learning theory,
> have been applied to inservice education . . . . Like
> their students, teachers need time not only to learn
> new information but also to practice it through guided
> application. (p. 20)

A practical application of the remedial-environmental

model in higher education is the instructional-improvement

center. Generally these centers are designed to help

individual teachers become more competent in their profes-

sions. Specifically, this type of program

> focuses on courses or curricula, and it seeks to
> improve the conditions and materials that promote
> student learning. Helping faculty members to specify
> learning objectives for students, design learning
> experiences to achieve those objectives, and evaluate
> student achievement are the basic elements of the
> instructional development process. (Gaff, 1976, p. 10)

In this particular case, instruction is seen as a skill
that is separate from the professional development of the
individual faculty member.

> Often this type of program depends upon specially
> trained personnel who are expert in course
> development and instructional improvement and who
> are capable of diagnosing and providing help in a
> remedial fashion. (Simpson & Oggel, 1982, p. 5)

The instructional-improvement center, typically found
in four-year postsecondary institutions, is defined by Gaff
(1976) as

> an organization that is charged with the responsibility
> of facilitating the continuing development of profes-
> sional and personal competencies of faculty, particu-
> larly those that lead to the improvement of teaching
> and learning. (p. 114)

This centralized organization has a professional staff who
focuses its

> attention on certain key issues in teaching and
> learning, bringing generalized and specialized
> resources of a university to the service of individuals
> and groups, developing understandings and competencies
> concerning teaching and learning, and helping to place
> effective teaching and learning at the center of the
> academic life. (Gaff, p. 115)

The remedial-environmental model has not been well
received by teachers. Instructors who participate in
activities under this model generally feel that most of the
subject matter of the activities is not applicable to them
and is a weak, unsupported attempt at professional develop-
ment by the administration. In addition, skill-specific
training activities usually have only a temporary effect

because, by themselves, they do not support staff learning and teacher change. This type of training allows teachers to implement new techniques and materials, but often this implementation is mechanical. Teachers have not assimilated the new techniques or procedures into their everyday lives in the classroom. Training is thus an information transfer which provides teachers with necessary techniques but does not provide a process which will remain. (Mc Laughlin & Berman, 1975, p. 18)

Brim and Tollett (1974) conducted a survey to determine how public school teachers felt about inservice education that was frequently planned and implemented by the principles of the remedial-environmental model. Of the 646 respondents, 73 percent said that too often staff development activities were not relevant to any felt needs of the teacher. (p. 523) Other conclusions drawn were that teachers generally perceived that inservice programs were not well planned (44 percent); programs were not usually a result of a study of the teachers' needs and problems (66 percent); and that the objectives of the programs were not specific (73 percent). (p. 523) For these reasons, 63 percent of the teachers agreed with the statement: "Most teachers do not like to attend in-service activities" (p. 524).

Holistic Model

The second model is the holistic model. Instead of a narrow focus on specific activities designed to remove deficiencies, as the remedial-environmental model advocates, the holistic model projects a more broadly conceived view of faculty development in which "development implies a long-term, interactive process of growth and learning" (Holly, 1982, p. 19).

> Whereas in the remedial-environmental approach, emphasis is placed upon change shaped by the environment, the holistic theory sees each person as the agent of change. Rather than a 'blank slate,' the individual is an 'active meaning seeker.' The view is called holistic, for all facets of growth and development are addressed as one unit. Physical, social, emotional, and cognitive development are but aspects of the whole person. (Holly, 1982, p. 20)

Thus, the terms growth and development when used in the context of the holistic model of staff development refer to the natural development of all aspects of the individual from birth.

Three major concepts which explain how individuals grow and develop are perception, self-concept, and motivation. A description of these concepts, derived from the study of perceptual psychology, gives insights into how the holistic model of staff development works.

Individuals' perceptions are very important to their growth and development. Perceptual psychology addresses the issue of perception by arguing that "all behavior, without exception, is completely determined by, and pertinent to,

the perceptual field of the behaving organism" (Combs & Snygg, 1959, p. 20). People act upon what they perceive at any given moment. This action is the result of how individuals see themselves, how they see the situation in which they are involved, and how these two perceptions interrelate. (Combs, Avila & Purkey, 1971, p. 13)

As a result of experience, people change and thus learn. Learning occurs when information is acquired and personalized. Unless the information is personalized, it is of little value. (Combs & Snygg, p. 22) All employees' experiences and motivations must be considered if staff development activities are to become more than the simple acquisition of information. In addition, staff development must have perceived relevance to the participants, and they must have a chance to personalize the new knowledge or skill if change is to result.

The element that does the perceiving and can either contribute to or hinder growth is the "self" (Holly, 1977, p. 31). "The self is the force that orchestrates all aspects of development" (Holly, 1982, p. 21). Individuals' self-concepts are crucial to their psychological growth; that is, how they see themselves can be beneficial or detrimental to what they are trying to accomplish. The important factor is not so much what they really are but what they think they are. Self-concept then directly

affects how individuals function in all areas of life, including their professional lives.

Combs and Snygg (1959) relate the importance of self-concept to teaching by saying that "effective teaching is a process of sharing self with others" (p. 406) and that individuals who have adequate self-concepts are more apt to involve and share themselves with their students. They also say that ". . .there is much evidence to show that well-adjusted teachers produce better adjusted students. . ." (p. 406). To build and maintain an adequate self-concept, then, the individual must be actively engaged in pursuing self-knowledge and acceptance, a goal believed by Jersild (1955) to be an essential function of any educational process, such as staff development. (p. 14)

Motivation is the third concept relevant to an individual's growth and development. According to Maslow (1968), each person is primarily a self-created individual. The way to help people grow is to assist them in under-standing their motivation. To understand human motivation, Maslow conceptualizes a five-tiered hierarchy of needs. He contends that people cannot be concerned with the higher level of growth needs--recognition, achievement, and self-actualization--until the more fundamental needs for survival--safety and belonging--have been satisfied. People act differently when motivated by growth needs. Maslow writes:

> So far as motivational status is concerned, healthy
> people have sufficiently gratified their basic needs
> for safety, belongingness, love, respect and self-
> esteem so that they are motivated primarily by trends
> to self-actualization (defined as ongoing actualization
> of potentials, capacities and talents . . . as a fuller
> knowledge of, and acceptance of, the person's own
> intrinsic nature, as an unceasing trend toward unity,
> integration or synergy within the person). (p. 25)

Maslow's "needs" are very different from those usually referred to in planning staff development programs. Frequently needs assessment procedures focus upon "narrow skill, methodological, or knowledge areas" (Holly, 1982, p. 22). They often ignore the larger motivations that enable individuals to acquire, or even want to acquire, new skills or knowledge. A person who has a low self-concept and feels little self-esteem must deal with these feelings before he can improve professionally.

The holistic approach emphasizes the idea that each person is inherently creative and capable of change; however, it also stresses that significant change is not extrinsic to the individual. If personal growth is important to professional development, then staff development activities should enhance the growth of each individual by taking into account that person's unique qualities and goals. Holly concludes that "conditions which allow the individual the freedom to grow are more important than trying to diagnose, and thus alleviate, a specific need or deficiency" (Holly, 1982, p. 22).

Holly's conclusion is also substantiated by the Rand Change Agent Study which found that school climate and good working relationships among teachers were important factors in the continuance of change through new programs begun by federally funded programs in various public school systems. (Mc Laughlin & Berman, 1975, p. 21) It seems that the same would be true of the changes produced in faculty members through staff development programs.

The remedial-environmental model and the holistic model both contain the bases for faculty development approaches used historically and currently in higher education. Two major studies of faculty development at the postsecondary level are frequently cited when detailing all the types of approaches: the first, a study of faculty development conducted in 1975 by John Centra and the second, a study done in 1981 by the University of Michigan. The findings of both studies follow.

Approaches to Faculty Development in Higher Education

The first significant research on faculty development in higher education was done in 1975 by John Centra. Centra (1976), a senior research psychologist at the Educational Testing Service in Princeton, N. J., sent a survey to the president of every college and university in the United States, asking questions about faculty development. He used

the term "faculty development" to "encompass the broad range
of activities institutions use to renew or assist faculty in
their varied roles" (p. 5). From the approximately 2600
two- and four-year institutions, 1800 responded. About 60
percent said they had a program or set of practices in staff
development; another 3 to 4 percent said they were planning
such programs. (p. 6) From this survey Centra estimated
that approximately half of post-secondary institutions in
the United States provided some sort of staff development
program or activities.

Centra found two approaches to faculty development used
by the institutions in his sample. The first approach,
which can be categorized under the remedial-environmental
model of faculty development, focused on the more
traditional strategies designed to help faculty members
"grow in teaching effectiveness by sharpening their teaching
skills and knowledge" (p. 1). These strategies included
activities occurring both inside and outside the institution
such as workshops, release time, grants, educational leave,
financial aid for courses and professional meetings,
sabbaticals, consultants, internships, practicums, consor-
tium groups, visitation to industry or other campuses,
conferences, seminars, pairing of inexperienced persons with
experienced staff members, staff retreats and innovative
projects in two-year institutions. From these, Centra
identified what the institutions said were the three most

effective practices: summer grants for projects to improve instruction, sabbatical leaves, and travel grants or funds for instructors to attend professional conferences.

The second approach discovered by Centra (1976) included practices which attempted to help faculty have a better understanding of themselves and their institutions or tried to "foster better environments for teaching and learning" (p. 1). This approach follows the concepts of the holistic model. One practice in this category rated effective but still used sparingly was the professional and personal development plan for individual faculty members. About 40 percent of the institutions used this individualized approach with at least 5 percent of their faculty. Almost two-thirds of those responding rated it effective. (p. 14)

A study in 1981 by the University of Michigan grouped twenty-four faculty development programs across the United States into four classifications according to the intent of the program: professional, systematic, eclectic, and learning theory. (Oggel & Simpson, 1982, p. 5) The learning theory style of faculty development, equivalent to Centra's first approach, has as its rationale increasing the attention given to teaching and student learning. It focuses mainly on the improvement of teaching as the primary mission of an institution and is usually viewed as

"interventionary or remedial in nature." (Oggel & Simpson, 1982, p. 5)

The professional, systematic and eclectic faculty development programs, similar to those programs in Centra's second category, are intended to support and facilitate the development of the instructor. Professional and systematic programs are similar in that they both depend on individual faculty members to make and implement their own professional development plans. Systematic programs go one step further by incorporating a more explicit structure for specifying all aspects of development programs and for defining responsibilities to be shared by the individual and the institution. Eclectic programs offer a broad array of activities that are informal and periodic in nature, such as workshops and seminars. This kind of program offers support to faculty for professional growth. (Oggel & Simpson, 1982, p. 5).

Both studies cited above identified and described the individualized approach to faculty development. It is around this approach that the proposed staff development framework for the North Carolina Community College System was constructed.

The Individualized Approach
to Faculty Development

Background

Individualized faculty development programs vary in
organization and implementation, but their primary purpose
is the same: to provide opportunities for all faculty
members to determine their own personal and professional
goals rather than having those goals determined for them by
the administration. Once this decision has been made, the
institution usually provides some form of assistance, i.e.,
funds, faculty development facilitator, or educational
leave, with the stipulation that faculty members' goals also
contribute to institutional goals. These programs exist
because of strong administrative support and encouragement.

Besides the concepts inherent in the holistic model of
faculty development, there is also other research to support
and actually promote the individualized approach. This
research includes findings from studies on adult learning
theory, adult life and career stages, and the process of
change and its effect on faculty members.

Adult Learning Theory

"Staff development is the facilitation of growth and
requires an understanding of how adults learn" (Joseph,
1985, p. 119). One of the best known researchers in the
field of adult learning is Malcolm Knowles. He uses the

term "andragogy" to identify many of his beliefs about adult

learning. Andragogy means the art and science of teaching

adults as opposed to pedagogy, the art and science of

teaching children. Knowles says that by 1980

> there was a substantial enough body of knowledge about
> adult learners and their learning to warrant attempts
> to organize it into a systematic framework of assump-
> tions, principles, and strategies. (Knowles, 1985,
> p. 7)

Andragogy is Knowles' attempt to do this. He stops short of

calling andragogy a theory; instead he thinks of it as "a

system of concepts" (p. 8) that provides a new approach to

learning.

> Andragogy is based on five assumptions:
>
> 1. Regarding the concept of the learner:
>   Adults have a deep psychological need to be self-
>   directing and will resent and resist being dictated
>   to by others rather than being asked to participate
>   in making decisions affecting them.
> 2. Regarding the role of the learner's experience:
>   Adults come to the educational setting with a vast
>   number and variety of personal experiences which act
>   as both a resource and foundation for new learning.
> 3. Regarding readiness to learn:
>   Andragogy assumes that "adults become ready to learn
>   when they experience a need to know or do something
>   in order to perform more effectively in some aspect
>   of their lives."
> 4. Regarding orientation to learning:
>   Adult learners are usually task-centered or
>   problem-centered in their approach to learning
>   rather than learning for the sake of learning.
> 5. Regarding motivation to learn:
>   Adults usually have a high level of intrinsic
>   motivation for entering an educational setting.
>   (Knowles, p. 11)

All five assumptions offer support to an individualized

form of faculty development. If adults are basically

self-directing, then they prefer an approach to professional development that allows them to make their own decisions on how to improve their skills and knowledge. They do not like being part of a "top-down" planned program where administration dictates what faculty members need to do to improve their classroom performance. An additional reason why faculty prefer directing their own professional development is that they all have different backgrounds and sets of experiences and therefore do not need to learn the same things at the same time as their peers. These reasons indicate a need for development activities that are relevant to each individual's needs rather than a series of workshops designed to address the same topics for everyone.

What faculty members hope to acquire through professional development programs are "specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms" (Guskey, 1986, p. 6). This finding corroborates three other studies (Ainsworth, 1976; Doyle & Pender, 1977; and Zigarmi, Betz & Jensen, 1977) in supporting Knowles' fourth assumption and offers advice on faculty development. Faculty development programs "must offer teachers practical ideas that can be efficiently used to directly enhance desired learning outcomes in students" (Guskey, p. 6). Once again if faculty members can design their own development activities, they will be able to reach their own practical goals.

The conclusion that adults have a high level of intrinsic motivation to enter educational activities is also supported by several studies. The Rand Corporation's Change Agent Study demonstrated that teachers participate in professional development activities because they think that these activities will help them to become better teachers. Extrinsic rewards such as extra pay were found to have no effect on teachers' motivation toward staff development. (Berman & McLaughlin, 1978) Bush (1971) also found in his research on the problems of teaching that increased competence is in itself a valuable pay-off from faculty development activities. (p. 69) If intrinsic motivation is present, then faculty members will not need an external stimulus to force them into professional development activities.

Adult Life Stages and Career Stages

The "readiness to learn" assumption of Knowles is based on the idea that adult life occurs through a series of stages or cycles, an area which has been thoroughly discussed in the literature in recent years by authors like Erikson (1963), Hall (1973), Sheehy (1976), Levinson (1978), and Gould (1978). All the authors have their own emphasis, but they do agree on one point: adults, like children and adolescents, continue to develop and change in significant ways. The theories suggest that every adult passes through

a series of sequential, often age-related, life stages, each
of which provides different experiences and presents differ-
ent developmental tasks for the adult to complete. As a
result of this movement from one stage to another, the
character and needs of a person gradually change.

One of the studies of adult life stages frequently cited
is that of Levinson and his associates (1978). They made an
intensive study of forty men and constructed an adult
development stage theory which encompasses the period of
late adolescence through the beginning of middle adulthood.
They found a series of age-linked predictable stages or
phases which occurred in a relatively fixed sequence and
included alternating periods of stability (structure-
building) and transition (structure-changing). In a stable
period, an individual builds a life structure but in a
transitional period, questions components of that structure,
such as occupation, marriage, religion, and relationships.
Reappraisal is the result of either internal conflict, such
as ego needs, or external conflict, such as a new job. How
one copes with conflict during transition phases will deter-
mine whether there is growth or regression. As a result of
the reappraisal process, the individual may make changes in
one or more of these components. Levinson concludes that
"human beings continue to change throughout their lifetimes
according to an age-linked timetable" (p. 17).

Gould's research also shows identifiable restructuring phases of life among both men and women. These phases span the ages of twenty-eight to sixty, the prime years of an adult's career. Gould concluded that "adulthood is not a plateau; rather, it is a dynamic and changing time for all of us" (Gould, 1978, p. 14).

Theories of career development also support the notion that the adult years are not a static phase of life (Hodgkinson, 1974; Baldwin, 1979; Baldwin and Blackburn, 1981). Careers, like individuals, move through a series of identifiable stages which challenge the individual in new and different ways, thus producing new sets of needs and different responses. (Brookes & German, 1983) Super (1957), Hall and Nougaim (1968) describe the career as an evolutionary process.

> First, the individual experiments with a variety of
> vocational options and then eventually chooses a career
> direction. With career ambitions firmly in place, the
> worker next experiences a series of successes and
> disappointments in pursuit of his or her goals. Later,
> however, with age and experience, career goals lose
> their driving quality and many careers become static
> (the maintenance stage). Last, the individual
> gradually begins to disengage from the vocational
> career in favor of other concerns. (Baldwin &
> Blackburn, 1981, p. 599)

It seems clear that adults do continue to grow, learn and develop throughout their lives. These same adults, then, must be understood to be in certain developmental stages, even when they are in educational settings. Historically the work of the developmentalists has been overlooked

as a solid basis for staff development programs. The
individualized approach to staff development, however, does
not ignore the work of the developmentalists but rather uses
it as one of the bases of its activities.

Growth Contracting, An Individualized
Approach to Faculty Development

Background

Growth contracting is a program that uses the individu-
alized approach. Centra (1976) identified the growth
contract in a 1975 survey and defined it as "a self-devel-
opment plan written by the faculty member in conjunction
with a development specialist or administrator" (Centra,
p. 16). He found that growth contracts were most common in
the two-year colleges in his sample. He said that the major
advantage of growth contracts was that they attempted "to
build on strengths and shore up weaknesses of faculty
members on an individual basis" (Centra, p. 62). Oggel and
Simpson (1983) define a growth plan as a

> catalyst for focusing upon the three major concerns in
> faculty development: personal and professional
> development, instructional and research skill
> improvement, and organizational development. (p. 1)

The plan is based on "the modern perception of faculty
as individuals whose needs are specific, unique, personal as

well as professional, and continually growing throughout a career" (Oggel & Simpson, 1983, p. 90).

Organizational development is a key concept in growth contracting according to Pfnister, Solder, and Verroca (1979). They say it is important to remember that this type of development program is related to institutional needs and goals. The growth plan provides for the individual to pursue selected growth activities but also "allows the institution to identify staff strengths and weaknesses in terms of long-range institutional needs and goals" (p. 33). What is developed is "an effective mesh between individual plans and institutional goals" (p. 33).

Growth contracts are used in a variety of higher education institutions. Some institutions, such as Gordon College (Wenham, Massachusetts), California State University at Dominquez Hills, and Austin College (Austin, Texas) use growth planning to improve teaching. For example, a faculty member might contract to identify and implement alternative methods to teach a large group of students in a particular discipline. (Oggel & Simpson, 1984)

Another product of this type of contract is curriculum and program development since resources would be provided to help the faculty member improve as a teacher. A fairly new application involves the acquisition of new research skills or experience. Through a growth contract, a faculty member in a graduate research institution can enter a new field of

research or develop more sophisticated research techniques in the field. The contract allows for the intense study needed to make one of these changes. One application that causes controversy among faculty and administrators is contracting for merit. In this case, growth contracting is used instead of the usual review process. For example, a faculty member may have a three-year contract to develop a new academic program. Specific goals for each of the three years are stated, and if the faculty member attains these yearly goals, a merit rating will be awarded.

The Northern Illinois University
Growth Contracting Program

Northern Illinois University has a faculty development program based on growth contracting. The faculty development process at NIU begins with the faculty member voluntarily contacting a faculty development coordinator. Once the process has begun, a team of two or more coordinators meets with the faculty member. During these sessions, the coordinators and the faculty member discuss the pros and cons of the faculty member's objective and how that objective can benefit the university's as well as the department's mission or goals. After the issues are clear, the coordinators create a plan carefully tailored to meet the individual's needs. The plan consists of five major elements: (1) goals and objectives of the faculty member, (2) types of

institutional support needed (travel, release time in teaching), (3) the institution's responsibilities, (4) the individual's responsibilities, and (5) the signature page. The signature page initiates the implementation of the plan by all interested parties. (Oggel & Simpson, 1985) Completing this process normally takes two to four months.

The final part of the growth contracting process is the monitoring procedure used during the completion of the plan. The plan itself contains the specific procedures that will be used to report progress and the names of the institutional representatives who have agreed to evaluate that progress. The faculty member initiates progress reports, usually at six-month intervals. A final report is submitted after the plan has been completed.

Implications for Staff Development

There are numerous articles and books that describe the implications of adult development and learning theory for the adult student. With this knowledge about adults, college leaders recognize the challenge of providing instruction that offers opportunities for growth and development for adult students. These same leaders, however, have paid only minimal attention to these implications for their faculty and staff who are also developing individuals. One school of thought in the literature is the individualized approach group which advocates tying adult life and career

stages and learning theory to staff development programs.

Bents and Harvey (1983) say that "the importance of system-

atically including our knowledge of how adults grow and

learn in plans for staff development programs is readily

apparent" (p. 12). They also add: "We give insufficient

attention to the distinctive qualities of adult learning -

how adults learn, how they prefer to learn, and what they

want to learn" (p. 12). Duncan and McCombs (1981) agree:

> The stages of adult development can be the basis for
> creative and productive professional development
> planning . . . . Adults continue to grow and develop in
> every life phase. Growth and development require new
> learning. The need and opportunity for new learning,
> however, may not be sufficient stimulus to motivate a
> person to engage in professional development activi-
> ties. Research suggests that there may be 'teachable
> moments' prompted by the reappraisals of the transition
> periods or by significant life events such as physical
> setbacks or job promotions. (p. 26)

Many authors feel that staff development programs often

have little relationship to the clearly defined needs of

community college staff and faculty. Instructors' needs are

often identified in terms of a curriculum emphasis or

instructional concern rather than on personal or profes-

sional concerns of the individual and issues affecting the

organization as a whole.

Bents and Howey argue that theoretical perspectives of

adult career and life stage development lead naturally to an

individualized staff development programming direction.

> Essentially the uniqueness of each . . . worker, in
> stage and age, suggests that each person will benefit
> most from a tailor-made program. This program might be

delivered on a combination of bases, both individual
and group. (p. 47)

Tailoring staff development programs to individual develop-

mental needs and specific learning styles has the potential

for making employees more effective.

Just as college leaders recognize the need for

providing instruction for adult students, they must also

provide opportunities for growth and development of the

adults who staff the college. Therefore, Hodgkinson (1974)

says that adult life and career stages should be the

diagnostic tool used by the leaders to provide those

opportunities. (p. 274) Organizational leaders can make

full use of adults' "teachable moments" by providing varied

opportunities for growth.

When the college has an investment in the growth of
faculty and staff, benefits will accrue to the
organization as well as the individuals. The challenge
is to integrate the individual's strengths and growth
needs with the organization's potential and growth
needs. (Duncan and McCombs, p. 27)

Summary

Faculty development approaches stem from two basic

models of professional development: the environmental-

remedial model and the holistic model. The environmental-

remedial model has traditionally been preferred by public

school administrators who planned and implemented

standardized professional development activities for all

faculty. These activities were intended to remedy any of

the teacher's deficiencies in teaching methods, knowledge, or other skills needed in the classroom. These activities, however, have been shown to be ineffective in most cases because they do not address the individual needs of faculty members and because the administrators who have usually mandated such activities are themselves weak supporters of those activities. In some cases these activities may have been of help to beginning teachers but were usually a waste of time for experienced teachers who resented being told by an external source what they had to do to become more competent.

The holistic model, along with adult learning theory, adult and career stages, supports the individualized approach to faculty development. This approach had a slow start but is now becoming a more popular form of faculty development. Adult educators and developmentalists have concluded that because of the complexity of all individuals' needs, shaped by the way they learn and what life and career stages they may be in, those individuals must determine their own professional development at any given time. Individuals' goals coupled with the goals of the institution will provide benefits not only to the teachers and the students but also to the institution as a whole. Therefore, the author's premise is that the individualized approach to staff development, as proven through numerous studies of

faculty development, is the best way to provide staff development for all employees of a postsecondary institution.

The research basis for the individualized approach found in this chapter, the results of the surveys completed in every two-year public institution in the North Carolina Community College System, and the information from the interviews in two selected institutions were combined to produce the staff development framework formulated in Chapter 5. This framework was designed specifically for the North Carolina Community College System but may be applicable to any two-year institutions as well.

CHAPTER 3

METHODOLOGY

Purpose of the Study

This chapter explains the methods used to obtain data for a descriptive study of current staff development approaches and programs in the North Carolina Community College System. Data were collected for four main reasons: (1) to determine the types of staff development approaches used and the kinds of activities planned by each institution, (2) to describe an individualized program already in existence, (3) to determine how all programs are administered and funded, and (4) to provide a realistic basis for the proposed staff development framework.

Design of Study

Population Selection

In order to provide an accurate and complete account of current staff development approaches and programs in the North Carolina Community College System, it was first necessary to survey the entire population of fifty-eight institutions in that system. The next step was to identify the people responsible for staff development in those institutions. Bob Berlam, Director of Staff Development Services in the Department of Community Colleges, was asked

to supply the name of each institution's Professional Development (PDI) Representative, who, in most cases, was responsible for staff development. If the PDI representative was not responsible for staff development activities, the representative was asked to forward the questionnaire to the appropriate person. In situations where two persons shared responsibility for staff development, either one or both completed the questionnaire.

When results from all fifty-eight schools had been compiled and analyzed, the author selected two schools, one with a formal staff development program and one with an informal program, from which to do further study. This choice of schools was based on a definition of a formal program stated in the survey: "one with some or all of the following: written guidelines, policies, goals, an organized method of planning activities and of electing or appointing those who will be in charge." The school with the formal program was chosen because it has a well-established program begun in 1978 and because the program contains an individualized component designed to promote the personal and professional development of each employee. The school with an informal program was chosen because it is one of the seventeen schools with informal programs identified by the questionnaire and because the PDI representative indicated his school was planning to institute a formal program by the fall of 1988.

Preparation of Questionnaire

A field-study questionnaire titled "Staff Development Survey" was developed. The design of the questionnaire was the result of previous experience and of the author's experience in staff development for six years at the local and regional levels in the North Carolina Community College System. A consultant who has experience in designing and implementing questionnaires critiqued the final copy.

The questionnaire contained twelve basic questions, most of which were divided into several parts. The questions were designed to obtain information about the characteristics, organization, funding and personnel of each staff development program, the types of activities it sponsors, the approach upon which it is based, and the attitudes toward staff development of employees and administrators at each school.

In order to ensure its validity, the questionnaire was pilot-tested by five individuals who had formerly served as staff development chairpersons at Forsyth Technical Community College. As a result of their critiques, questions 4b, 6b, 7, and 11 were added; questions 1, 2a, 2d, 2f, and 4a were changed to improve clarity for the respondent; and the final draft was completed. A copy of the questionnaire can be found in Appendix B.

A cover letter accompanied the questionnaire which was sent to the fifty-eight PDI representatives on April 24,

1987. Respondents were asked to return the questionnaire by May 4, 1987. On May 6, 1987, a postcard was sent as a reminder to the schools that had not responded. Copies of the cover letter and postcard may be found in Appendixes A and C respectively. A phone call served as a final reminder for five schools. As a result of these efforts, a 100 percent response rate was achieved.

Preparation of Interview Questions

Eleven questions were developed and used during the interviews with the staff development chairpersons at both the school with the formal program and the school with the informal program. The purpose of these questions was to explore each type of program in greater detail and to provide more feedback on the individualization of staff development programs. Some of the questions were similar to ones listed on the questionnaire. They were repeated because the chairperson of the informal program had not been asked to answer them on the questionnaire.

The eleven questions were:

1. What is your background in staff development? (E.g., Do you have previous experience? Have you done any research or attended any conferences on staff development?)
2. What factors have prevented your school from having a formal staff development program? (or) What factors contributed to your school implementing a formal staff development program?
3. Is your program individualized? If so, please describe your program. Would you change any component? If so, what would you change and why?

What would you do instead? Is the program
well-received by your school's employees? (or)
If your program is not individualized, would you be
in favor of such an approach? Why or why not? How
would you organize the program? What advantages
and/or disadvantages do you think it would have? Do
you think it would be well-received by your fellow
employees?

4. Have you ever conducted a formal needs assessment?
   If so, how was it used?
5. Do you think staff development should be an
   important part of the total institutional
   perspective? Why or why not?
6. What do you do to promote staff development on your
   campus?
7. Do you think strong administrative support is
   necessary for a successful staff development
   program? Why or why not?
8. Who generally participates in the activities you
   sponsor? Who does not? Do you have any suggestions
   for reaching nonparticipants?
9. Do you evaluate the activities you sponsor? If so,
   how? Do you have any evaluations I could see?
10. Do you receive any funding from your institution for
    staff development activities? If so, from where
    does the money come, and how much do you receive?
11. What do you see as the most important purpose of
    staff development?

Treatment of Data

Data collected from the questionnaire were grouped
under three categories: formal staff development programs,
informal staff development programs, and general information
about all programs. Analysis of the findings of the ques-
tionnaire was done by calculations of percentages of
responses from the total responses in each category. This
approach was taken to determine the dominant methods used by
each institution to plan and implement staff development
programs and to note general trends in staff development in
the system as a whole.

Interviews were conducted to receive in-depth informa-
tion about a representative informal program and a formal
program that is, in part, individualized. Details gathered
from the two staff development chairpersons were recounted
in an anecdotal manner and included both the author's
impressions during each interview as well as a summary of
each chairperson's answers to the eleven questions.

Conclusions about the present status of staff develop-
ment programs in the North Carolina Community College System
were drawn from descriptive data from both the fifty-eight
questionnaires and the two interviews. These conclusions,
along with the review of literature, served as the basis for
the formulation of the staff development framework designed
to be used either partially or totally by any school in the
North Carolina System.

Summary

Staff development chairpersons from the fifty-eight
colleges in the North Carolina Community College System
formed the population for this study. A field study
questionnaire was administered to the fifty-eight
representatives, and all fifty-eight questionnaires were
returned. Final data were categorized according to formal
staff development programs, informal staff development
programs, and general information about staff development
programs in all fifty-eight institutions. Two schools, one

with a formal staff development program with an individualized component and one with an informal program, were then chosen for interview purposes. The interview questions were designed to provide more data about individualized staff development programs and about informal vs. formal programs. The analysis of both the questionnaire and interview data is discussed in Chapter 4.

CHAPTER 4

ANALYSIS OF DATA

Introduction

An analysis of the data gathered from the question-
naires and from the interviews is presented in this chapter.
The two categories of data are treated both as separate
entities and as a composite from which general conclusions
about the condition of staff development in the North
Carolina Community College System are drawn.

In the first section of this chapter each question from
the survey is listed and is followed by all answers,
reported in percentages of responses. In most cases,
additional observations and information are added to these
answers. The second section summarizes the two staff
development chairpersons' answers to each of the eleven
interview questions. The third section, based on all
collected data, interprets current staff development
practices in the North Carolina Community College System.

Staff Development Questionnaire

This section presents each question and lists percent-
ages to each multiple choice answer. The total percentage
and number of schools responding (in parentheses) are
usually shown beneath the last option to each question. In

those questions where respondents could check more than one

category, however, only the total number of schools

responding is cited. All answers to open-ended questions

are reported except where a list of answers is extensive, in

which case a representative sample or a summary is given.

Further explanation is supplied after the respondents'

answers.

Questions 2a - 7 were answered exclusively by the

forty-two respondents whose schools had formal programs,

whereas questions 8a and 8b were answered only by those in

the sixteen schools that had informal programs. All

respondents answered questions 1 and 9a - 12, which were

applicable to all fifty-eight institutions, no matter what

type of staff development program they had.

1. **Does your school have a formal staff development program, that is, one with some or all of the following: written guidelines, policies, goals, an organized method of planning activities and of electing or appointing those who will be in charge?**

   71% (42)   **Yes**
   29% (16)   **No**
   100% (58)

The purpose of this question was to ascertain whether

each institution had established a formal staff development

program or whether it relied on an informal, non-structured

program. The author assumed that all schools had some form

of staff development in place, even if that program were

loosely structured. This assumption, which the data

supported, was based on two premises: (1) all fifty-eight institutions had received during the 1986-1987 fiscal year state monies (Tier I) for retraining of instructors, and this grant necessitated that someone had to be responsible for administering these funds and coordinating the activities; and (2) all fifty-eight institutions had Professional Development Institute representatives who promoted regional staff development activities planned by the state office of Staff Development Services.

Questions 2a - 7: Answered by the 42 schools with formal programs

2a. **My school's staff development program has been in existence**

    10% (4)   **Less than a year**
    45% (19)   **1-4 years**
    45% (19)   **5 or more years**
   100% (42)

Staff development programs in two-year institutions in North Carolina began in the mid 1970's. These dates are in line with the renewed interest in the 1970's in staff development on postsecondary campuses across the country. As the statistics above confirm, however, over half of the forty-two institutions' formal staff development programs are less than four years old.

2b. **Check each type of activity sponsored by your staff development organization.**

    64% (27)   **Tuition assistance for faculty and/or staff**
    91% (38)   **Workshops for the entire staff (faculty, administration, support staff)**

74% (31)   **Workshops for specific groups only (Please give examples of groups served.)**

               Examples:
- usually faculty
- nurses
- vocational instructors
- specific subject areas such as math, social science, engineering etc.

71% (30)   **Courses taught for employees during work hours**

100% (42) **Travel money for conferences and workshops outside the institution**

10% (2)   **Other**
(42)

               (Please list.)
- back-to-industry training
- educational leave (with and without pay)
- telecourses and teleconferences
- PDI's

2c. The staff development activities your school sponsors are

10% (4)   **Mandatory**
71% (30)   **Voluntary**
19% (8)   **Combination of voluntary and mandatory**
100% (42)   **activities**

Eight of the schools (19%) added a new category by reporting that they had a mixture of voluntary and mandatory activities.

2d. Participants in your school's staff development activities are

90% (38)   **All staff and faculty**
5% (2)   **Just professional staff**
5% (2)   **Just faculty**
0% (0)   **Other**
100% (42)

               (Please explain.)
- all employees but classified staff can't take educational leave
- all employees but only full-time professional staff and faculty have a

>   30-hour requirement in staff development
>   activities

These percentages show that the overwhelming number of
North Carolina Community College System schools are truly
offering "staff" development opportunities for all employees
and not just for faculty. Serving only faculty has been the
traditional practice of most four-year postsecondary insti-
tutions. The two comments show that in two schools, all
employees were involved in some form of staff development
but did not necessarily participate in all activities.

2e. Participants in your school's activities are

    17% (7)   Full-time employees
    83% (35)   Full-time **and** part-time employees
   100% (42)

These statistics support other data in the literature
which report that many colleges are beginning to provide
more activities for the part-time staff and faculty upon
whom two-year institutions heavily rely.

2f. My school's program is

    26% (10)   Individualized (Each staff member is
                responsible for preparing and implementing
                his/her own staff development program.)
    31% (12)   Non-individualized with a series of planned
                activities
     7% (3)   Primarily implemented through instructional
                areas, e.g., engineering, business, health
    50% (21)   A combination of the above methods
        (42)   (Please explain.)

No one staff development approach seems to dominate in
the forty-two institutions. Both individualized and non-
individualized (with a series of planned activities)

approaches are found with the largest group of schools using a combination of the two. One exception came from one respondent who reported that staff development programs are non-individualized and implemented through instructional areas.

Many of the schools that reported using an individualized approach differed in their interpretation of "individualized" even though the word is defined on the survey. It is the author's feeling that this definition was not clear enough to convey the intended depth of such an approach as exemplified by growth contracting explained in Chapter 2. Even though some schools reported that their employees submitted "educational" or professional development plans, staff development personnel only used these plans as a type of needs assessment to plan group workshops and seminars rather than to facilitate each individual's goals for professional growth. With the advent of state monies, more individualized facilitation has been done because of the nature of this grant, not because this type of approach has historically been used in the system.

2g. At my institution staff development is tied to evaluation of employees.

57% (25)   No
41% (17)   Yes
100% (42)

(Please explain how this is done.)
- may contribute to ratings on specific
  evaluation factors

- staff development activities are reviewed
  in evaluation process
- indirectly staff development is linked to
  evaluation when one has to list
  professional development activities
- indirectly, all job descriptions include a
  reference to participating in staff
  development activities

It appears that in most schools with formal programs

staff development is not treated as an integral part of

employee evaluation. Respondents from these schools said,

however, that there is an indirect link because evaluation

forms do include a category for staff development. But

because staff development activities are voluntary in most

schools, employee participation in these activities probably

plays only a small part in influencing the overall evalua-

tion of each employee.

2h. Does your program have long-range goals?

62%	(26)	No
38%	(16)	Yes
100%	(42)	

(Briefly list them.)
- to have every staff/faculty member to
  develop an annual plan
- to orient and renew dedication of personnel
  to institution's mission, goals, and
  purpose
- to improve employees' knowledge, skill, and
  attitude in order to meet unique learning
  needs of students
- to seek financial support
- to provide two days of staff development
  for everyone
- to plan programs and do on-going needs
  assessments
- to offer programs and activities that
  provide for professional and personal
  growth and development
- to make available financial assistance and

the opportunity for all faculty and staff
members to pursue degrees relevant to their
jobs
- to coordinate staff development activities
with other educational institutions in our
local area

The representative sample of goals listed above depict

a wide variety in content, scope, and completion date. This

variety, plus the fact that over half of the institutions do

not have long-range goals, shows that projecting staff

development goals and making staff development an integral

part of the institutional long-range plan is an area that is

only beginning to be explored. The lack of formal goal

setting may also result from the fact that many schools are

still in the process of developing formal programs as the

data have already shown.

2i. Is your staff development program formally evaluated?

  67% (28) **No**
  33% (14) **Yes**
100% (42)

What methods do you use to evaluate?
- evaluation by employees (12 schools)
- associate deans evaluate each person's plan in May
- interviews and surveys
- reaction sheets for activities
- by professional development committee
- for federally funded programs, must state objectives
  and how these objectives were met on a formal report
- by an outside evaluator supplied by Title III grant

**How are the evaluations used in planning other staff
development activities?**
- objectives of activities are reviewed, etc.
- responses are used to develop other activities
- follow-up programs are scheduled
- primarily to make decisions about use of instructors
  and time allowed for workshops

- committee uses responses to continue, revise, and/or initiate activities

As the data show, most schools answering "yes" to this question said they used participant evaluation forms as formal evaluation tools. This interpretation was not the intent of the author who meant by formal evaluation "a systematic evaluation of the entire staff development program, its organization, its funding, and its participation levels, as well as the activities it sponsored."

The literature on staff development has shown that staff development traditionally has been evaluated not at all or in a very unsatisfactory manner. The predominant method has been participant rating sheets. It seems the process has not improved in the 1980's in the North Carolina Community College System.

3. Who is responsible for staff development in your institution?

    31% (14) One person, title _____
    35% (15) A committee
    31% (13) Combination of one person and a committee
    100% (42)

Thirteen schools (31%) actually added another category when they reported using a combination of a chairperson and a committee. One school said it had two individuals in charge of its staff development program. The almost even distribution of percentages shows no significant preference within the system.

A sample of titles listed for the one person respon-
sible for staff development were:

- Associate Dean, Dean, or Vice-President of
  Instruction
- Staff Development and Grants Officer
- Staff Development or Professional Development
  Coordinator
- Vice President for Planning and Student Services
- Educational Development Officer
- Vice President for Personnel
- Director of Institutional Development
- Director, Associate Dean, or Dean of the LRC

Four schools reported that the chairperson was an

instructor, although the titles shown above demonstrate that

normally the chairperson is an administrator who has other

responsibilities.

4a. How is the person in charge of staff development chosen?

67%	(18)	Appointed by the President
22%	(6)	Hired by the institution
1%	(1)	Elected/appointed by a committee
10%	(2)	Other
100%	(27)	

(Please explain.)
- just part of my job
- assumed this responsibility on my own
- appointed by the Vice-President for
  Instruction

**4b. Approximately how much time during the year does the
person in charge allocate to staff development?**

1%	(1)	Almost 100%
0%	(0)	Between 75-99%
11%	(3)	Between 50-74%
33%	(9)	Between 25-49%
55%	(15)	Less than 25%
100%	(27)	

The staff development chairperson who spends 100

percent of his time on staff development was hired

specifically for that job. This is the only school in the system that has made this move. The data show that in general most of these chairpersons spend less than one-fourth of their time on staff development programs.

4c. For what other duties, if any, is the person in charge responsible?

    72% (20)   Administrative
    14% (4)   Teaching
    14% (3)   Other
   100% (27)

           (Describe.)
           - other special student advisement and other
             projects as assigned
           - program development and evaluation, media
             coordination
           - retention efforts

5a. How are committee members chosen?

    63% (22)   Appointed by the President
     3% (1)   Appointed/elected by the current committee
    11% (4)   Volunteers
    23% (8)   Other (Four schools marked more than one
   100% (35)   answer.)

           (Please explain.)
           - elected by their own employee group
           - appointed by Dean of Instruction
           - composed of Dean of Instruction, President
             of Faculty Association, Assistant to the
             President, and Public Information Officer
           - chosen by survey, according to those who
             desire to serve on specific committees
           - appointed by Vice-President for Instruction
           - recommended by President, Staff Development
             Coordinator, Deans, and Associate Deans
           - appointed by Dean of the College
           - elected by the current staff development
             committee

Appointment by the president or other top level administrators is the normal method for securing committee members. Usually the reasoning is that committee members

must be those who believe in staff development and are
willing to work toward that end, so careful choices must be
made. If staff development is important in institutional
pursuits, this committee is usually very busy.

5b. Who serves on the committee? (Please check one.)

0%	(0)	Only faculty members
14%	(4)	Only professional staff (full-time faculty, administrative and counseling staffs)
85%	(26)	Representatives from all groups of employees (secretarial, administrative, instructional, maintenance, etc.)
1%	(1)	Other
100%	(31)	

(Please describe.)
- all professional administrators

Normally when a committee is formed to implement staff
development activities, the members are chosen by a variety
of means from all different areas of the school. Two-year
institutions have found that the program will be more
relevant and more staff will participate if members repre-
senting a broad range of departments have input into the
types of activities sponsored.

5c. How many committee members serve during a fiscal year?

The thirty-one responses to this question showed that
the number of committee members ranges from four to twenty.
The median is nine; the mode, or most often reported number,
is five.

5d. On the average, how long do they serve?

Thirty-one respondents replied. The data showed that
in twenty-three schools (55%) the members serve one to two

years. In other schools the term ranges from three to four

years. Five schools' respondents reported that the term of

committee members was indefinite. Often committee members

will rotate so that half will remain for a second year while

the other half are new members. This rotation provides for

more continuity on the committee for both short- and

long-range planning of activities.

6a. **Is staff development funding built into the school's regular budget?**

   52% (22) **No**
   48% (20) **Yes**
 100% (42)

Many schools have not had active staff development

programs because of the lack of institutional funding. Tier

monies, however, have made it possible for these schools to

become more active. All fifty-eight institutions received

Tier I money during the 1986-1987 fiscal year. Other

sources of funds for staff development include federal and

private grants and a college's foundation.

6b. **Has that amount changed significantly during the years your program has been in existence?**

   24% (10) **No**
   76% (32) **Yes**
 100% (42)

  Increased 62% (12) **How much?** (figures ranged from
                                           $5,000 to $17,000)
  Decreased 38% (2) **How much?** (no figures were given)

The dramatic increase in money, which ranged widely

according to the specific institution, was primarily the

result of Tier monies from the state. One school also had

received money from a private foundation.

6c. If your program does <u>not</u> have an official budget, where do you get funds?

The sources of funds listed below are a summary of

responses from twenty-seven schools.

- Tier I and II monies
- federal funds (Title III)
- the institution's foundation
- regular school budget (when needed)
- individual division/department budgets
- travel money
- grants

7. Based on your institution's experience, what recommendations would you make to schools just beginning to formulate a staff development plan?

A summary of the thirty-four responses from fifteen

schools is listed below.

1. Make sure there is a strong commitment to staff development from the president and top administrative staff. This commitment should include financial support in the form of a staff development budget incorporated into the regular school budget.
2. Delegate the responsibility for staff development to a person (full-time or at least half-time) and/or a committee. The committee should be composed of members representing all areas of the institution who are willing to work.
3. Study the staff development plans of other institutions that already have successful programs in place.
4. Help formulate the staff development goals for your institution, conduct a needs assessment and/or use any other methods that will involve all levels of employees. It is important that employees support the concept of staff development and subsequent activities.
5. Look at the goals of the institution along with the results of the needs assessment and plan for group activities as well as activities that individuals

can implement in accordance with their own goals.
6. Formulate a written staff development plan containing specific goals, policies, and guidelines for planning future activities. Make sure this plan is part of the institutional goals.
7. Consider reward systems for those who participate in staff development activities.
8. Evaluate the staff development program and its activities on both an informal and formal basis.

Questions 8a - 8b: Answered by the 16 schools with informal programs

8a. If your program does not have a formal staff development program, what types of informal staff development activities occur at your school?

A summary of the activities listed below was given by

respondents from the sixteen schools with informal programs.

- Title III sponsored programs
- PDI workshops
- in-house workshops
- Tier I and II activities
- travel money for employees to attend conferences and other professional meetings
- educational leave

8b. Does your school have plans to develop a formal staff development program in the future?

56% (9) No
44% (7) Yes
100% (16)

If yes, when do you plan to implement this program?

The seven schools responding "yes" to this question

said they planned to implement a formal program within the

next two years. Three schools did not know if their

institutions had plans to implement a formal program.

Questions 9a - 12: Answered by all 58 schools

9a. Did your school receive Tier I money for 1986-1987?

    0% (0) No
  100% (58) Yes
  100% (58)

> (Describe how it was used.)
> - to let faculty participate in return-to-industry activities
> - to pay employees' tuition for graduate courses
> - to allow faculty to attend professional conferences
> - to employ substitute teachers while full-time teachers were working in industry

The list above is a summary of the answers of fifty-one respondents. According to Dr. Bob Berlam, the Director of Staff Development Services in the Department of Community Colleges in Raleigh, all fifty-eight institutions submitted plans for how they would use the money according to the specified guidelines and thus were given funds based on their annual average FTE. Every school reported that a major portion of the money was given to faculty for return-to-industry activities, which was the state's primary purpose for the money.

9b. Did your school receive Tier II money for 1986-1987?

  55% (32) No
  45% (26) Yes
 100% (58)

> (Describe how it was used.)
> - consortium with six other schools to present four-day collage of tours, workshops, seminars, vendors,
> - speakers for teacher improvement
> - wellness program
> - individual projects

- consortium with two other schools to
  provide weekend retreats for part-time
  faculty
- consortium with four other schools to
  provide faculty development-involvement
  with business and industry representatives
- technical content and vocational skill
  training for college transfer faculty
- a statistical processing course for three
  faculty members
- a data center for faculty training
- a professional library for faculty/staff
- computer literacy workshops

A sample of twenty-six respondents' answers is listed

above. Sixteen of the twenty-six institutions receiving

Tier 2 monies formed consortia where the purpose was the

improvement of teaching both for full-time and part-time

faculty.

10a. Based on your experience, would you classify your
     administration's attitude toward the <u>concept</u> of staff
     development as

52% (30)	Always supportive
41% (24)	Usually supportive
4% (2)	Sometimes supportive
4% (2)	Rarely supportive
100% (58)	

10b. How would you classify your administration's attitude
     toward the actual <u>staff development activities</u> you
     sponsor?

48% (28)	Always supportive
41% (24)	Usually supportive
5% (3)	Sometimes supportive
5% (3)	Rarely supportive
100% (58)	

10c. Would you classify the attitude of the school's
     employees toward the <u>concept</u> of staff development as

12% (7)	Always supportive
69% (40)	Usually supportive

```
     19%  (11)    Sometimes supportive
      0%  ( 0)    Rarely supportive
    100%  (58)
```

10d. Would you classify the attitude of the school's employees toward the actual <u>staff development activities</u> you sponsor as

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      3%  ( 2)    Always supportive
     74%  (43)    Usually supportive
     22%  (13)    Sometimes supportive
      0%  ( 0)    Rarely supportive
    100%  (58)
```

Responses to questions 10a-10d reflected the point of view only of the person who completed the questionnaire. Thus according to the respondent in each school, usually the administrator of staff development activities, the predominant attitude of the school's administrators was favorable toward both the concept of staff development (93%) and toward the actual activities sponsored by the institution (90%). The predominant attitude of employees was also favorable on both the concept (80%) and the actual activities (76%). The data do reveal, however, that the favorable opinions of employees do not seem to be as high as those of school administrators.

The reasons for this difference in attitude between administrators and employees can only be hypothesized. One factor could be that many of the faculty and staff are older and have been at the institution for many years and often are not as interested in staff development activities as younger, less experienced faculty and staff. Another reason

could be that staff development activities are not always
planned when many employees can attend so they do not
express as favorable an opinion as they would if they could
take full advantage of these opportunities. On the other
hand, administrators usually can arrange their schedules so
they can attend staff development workshops. A third reason
could be that employees feel that staff development activi-
ties planned for large groups frequently do not meet their
individual professional growth needs. This reason often
causes resentment or disinterest in staff development.

11. How well do you feel the staff development program meets
    the needs of all employees at your institution?

    - about a 3 on a scale of 10
    - about a 4 on a scale of 10
    - some improvement needed; plan to do a needs
      assessment to plan activities in a better manner
    - program is fairly comprehensive and reaches most of
      faculty and staff (because of special funding)
    - difficult to meet needs for support staff due to
      schedules being less flexible
    - It doesn't!
    - moderately well
    - not well at all; need to involve total staff
    - We are improving.
    - adequate, yet lacking in the funding to bring in
      renowned persons for quality workshops
    - We're doing a good job with the resources we have,
      but there's definitely room for growth and
      improvement.
    - The lack of a staff development plan means that
      training is haphazard, touching some groups more
      often than others.

The total number of responses to this question was very
extensive. Only a representative sample of fifty-one
responses from eighteen staff development representatives is

listed above. Dissatisfaction with the current state of
staff development programs was obvious because most respon-
dents said improvement was needed. The areas for improve-
ment included the amount of time given to the chairperson
for staff development, support from top level administra-
tion, the amount of funds available for staff development,
training opportunities for administrators and support staff,
lack of a formal staff development plan, and a better way to
plan appropriate activities.

12. **If you have additional comments about staff development
    at your institution, please write them below.**

- A computer/word processor for faculty/staff
  development programs/records/evaluation would be
  helpful.
- Some of our staff members have been turned off to
  outside irrelevant staff development activities.
  Those we have planned specifically to meet our own
  needs have been received quite well.
- A staff development program is essential to all
  employees. Each college must assure all personnel
  that updating/upgrading is an on-going process.
  Unless we grow, we'll regress.
- More lead time would have made Tier I money more
  helpful and used more realistically.
- Again, the need for a plan. We do not keep records
  of who participates and how often.
- Each June, every faculty and staff member must submit
  a form outlining their personal staff development
  activities for the preceding year to be inserted in
  personnel folder.
- We need to give money to all staff development
  members, not just faculty.
- The PDI seminars have been a boost to our staff
  development program.
- Attendance at on-campus seminars and workshops was
  good when the staff development program began, but
  during the last two years attendance has been poor,
  and we have scheduled very few on-campus workshops.
  Instead, we have focused our efforts on funding
  individual staff development activities.

- The President and a couple [sic] top administrators do not seem to want to take staff development very seriously even though our human resources remain our most valuable resource. It is proving a tremendous challenge to change their thinking. Also, the "image" of PDI's needs much improvement.

The list of additional comments was lengthy, so a representative sample is shown above.

Interviews

Introduction

To gather in-depth data about a formal program and an informal program, staff development representatives from two colleges were interviewed. Institution A, a small, rural school located in eastern North Carolina, has a formal staff development program. For the 1985-1986 fiscal year, its student enrollment was 1,578, and the number of full-time faculty was 34. The college offers ten technical programs, five vocational programs and a general education curriculum through a contractual agreement with a nearby university. Institution B, located in an urban area in the foothills of the state, has an informal staff development program even though it is a larger school. Its student enrollment during 1985-1986 was 4,499 with a full-time faculty of 144. It offers twenty-two technical programs and nine vocational programs and is planning to begin a college transfer program in the fall of 1988. Information from the interviews is given by listing each of the eleven questions for each

institution followed by a summary of the answers given by the chairpersons.

Institution A

The staff development program at Institution A began in 1981 as the result of a Title III grant from the federal government. This federal impetus served as the beginning of several other community college staff development programs as well. The purpose of this comprehensive program is to promote the personal and professional development for all employees by providing opportunities for them to determine their own development needs and individual goals and to plan and implement effective programs of staff development to accomplish these goals. The school's staff development plan defines personal and professional development in this way: Personal development is focused upon the improvement of people--their attitudes about themselves, their jobs, and their personal lives, while professional development is concerned with the improvement of job related skills, knowledge, and attitudes.

Staff development at Institution A is coordinated, implemented, and evaluated by a standing committee of the College under the leadership of an instructional administrator who also has some teaching responsibilities. The committee is composed of members who represent all divisions

of the college and who are appointed on an annual basis.

The program includes on-campus activities, money for staff

development travel, educational leave and/or educational

assistance, mini-grants from the school's foundation, and

activities funded through state monies.

In approximately one hour, Respondent A, the instruc-

tional administrator, answered the eleven interview ques-

tions. The questions are listed below, followed by a summary

of her answers.

1. What is your background in staff development, e.g., do
   you have previous experience? Have you done any research
   or attended any conferences on staff development?

   Respondent A has had no formal training in staff
   development but has attended workshops and has done
   some reading in educational journals. She also feels
   that working as both an instructor and administrator
   helps her in seeing and understanding the needs of
   employees and thus in helping them to plan the
   appropriate staff development activities to meet these
   needs.

2. What factors contributed to your school implementing a
   formal staff development program?

   The primary reasons that Institution A implemented a
   formal staff development program were strong adminis-
   trative support and faculty interest. The administra-
   tion had the foresight to see that the school basically
   had a stable staff who had been there for a long time.
   The only way to introduce new ideas or to remotivate
   the staff was through individualized retraining.

3. Is your program individualized? If so, please describe
   your program.

   The individualized component of the staff development
   program begins each fiscal year with every employee
   completing the Individual Inventory and Personal and
   Professional Development Plan. Questions answered on
   the plan pertain to the individual's present job

responsibilities and competencies and to additional
training or skills that may be needed as changes occur.
The most important part of the plan asks the
individual to develop a personal and professional
development plan for the year. In July all supervisors
have a conference with each of their employees to
discuss the employee's answers to the plan. Together
the supervisor and employee determine the employee's
goals for the new fiscal year and outline the procedure
by which these goals will be accomplished. Throughout
the fiscal year the employee documents evidence of
accomplishment of these goals on the Staff Development
Summary and periodically reviews and revises the
personal and professional development plan. At the end
of the fiscal year, each employee's plan and summary
are reviewed by the supervisor and the staff develop-
ment committee to determine the effectiveness of the
program.

**Would you change any component? If so, what would you
change and why? What would you do instead?**

Respondent A said she would not change any component of
the individualized portion of the programs but does
feel that she needs more time to talk to each partici-
pant individually about how to facilitate the
completion of that participant's particular goals. She
does think, however, that most needs are fairly well
met.

Is the program well-received by your school's employees?

The answer to this question was a resounding "yes."
Respondent A says that a majority of the school's
employees are active participants in the program.

4. **Have you ever conducted a formal needs assessment? If
so, how was it used?**

Respondent A does conduct a needs assessment at the
beginning of each fiscal year. With the results of the
assessment and observations from all employees' inven-
tories completed at the beginning of each fiscal year,
she makes plans for school-sponsored workshops and for
the development of Tier A proposals.

5. **Do you think staff development should be an important
part of the total institutional perspective? Why or why
not?**

The answer to this question was again "yes." Respondent A feels that retraining is very important in helping to keep a high quality in everything the institution does.

6. **What do you do to promote staff development on your campus?**

Promotion of staff development is handled by Respondent A in five different ways. First, she is an active participant in all staff development functions. She will even arrange for the school vehicle and serve as chauffeur for those attending off-campus workshops. The in-house newsletter is used to make announcements of both on-campus workshops and PDI workshops and dates for applications for the mini-grants and/or Tier A monies. Other methods of promotion of staff development activities include signs and notices, PDI fliers sent to the appropriate departments, and memos.

7. **Do you think strong administrative support is necessary for a successful staff development program? Why or why not?**

As she had stated earlier, Respondent A reaffirmed that strong administrative support is crucial for a staff development program to be successful. If the top level administrators do not show that they feel staff development is important, many employees will not think so either.

8. **Who generally participates in the activities you sponsor? Who does not? Do you have any suggestions for reaching nonparticipants?**

Respondent A reported that generally staff development activities are supported primarily by the faculty. She felt that personal contact might help reach nonparticipants. Through this contact, she could encourage and help motivate those who would not normally attend staff development activities. She did add, however, that convincing nonparticipants to attend is not an easy task.

9. **Do you evaluate the activities you sponsor? If so, how?**

All activities implemented by the school are evaluated by the participants. Respondent A also added that the participants are usually very frank on these evaluations.

10. Do you receive any funding from your institution for staff development activities? If so, from where does the money come, and how much do you receive?

> The school receives money for mini-grants from its foundation, an amount that varies from year to year. It also gives money out of the state budget to those employees requesting educational assistance.

11. What do you see as the most important purpose of staff development?

> Respondent A said that staff development was important because all employees at the institution need personal and professional development to fulfill in the best manner possible the responsibilities of their jobs. She added that one benefit of personal development is that it helps to keep an individual's attitudes in the right perspective in all areas.

Institution B

Staff development began on an informal basis in 1983 at Institution B. Today the program is still informal, but plans are being made to formalize the program by the fall of 1988. Respondent B, the chairperson of the college's staff development program, is also the personnel officer for the institution. He is assisted by a committee composed of nine to ten people including the Dean of Instruction, two department chairpersons, three to four faculty members, and two support staff. The primary function of this committee is to assist the chairperson in deciding who should get the state Tier A monies. Respondent B also plans some workshops to be held on campus, but they have traditionally been only for secretarial staff. Attendance at PDI workshops is encouraged for everyone else. The administration actively

supports "free" staff development activities but never has allocated any additional state funds for staff development.

The interview with Respondent B also lasted approximately an hour. Again the questions and a summary of his answers follow.

1. **What is your background in staff development? e.g., Do you have previous experience? Have you done any research or attended any conferences on staff development?**

   Respondent B, like Respondent A, has had no experience in staff development before he was asked to assume this responsibility. He has now been in the position for five years and feels that he has learned through on-the-job training. He is an active participant in PDI workshops, often hosting them on his own campus. He also reads quite a bit in the area of staff development.

2. **What factors have prevented your school from having a formal staff development program?**

   Respondent B said that no funds had ever been identified to support a more active staff development program. The administration had opted, instead, he said, to put any extra monies into the budget for teacher salaries.

3. **If your program is not individualized, would you be in favor of such an approach? Why or why not? If so, how would you organize the program? What advantages and/or disadvantages do you think it would have? Do you think it would be well-received by your fellow employees?**

   Respondent B said he is moving toward an individualized program because he wants to get employees involved in planning their own professional development. Currently, each division determines what its needs will be in the future and what teachers must do to help see that those needs are met. Then the Dean of Instruction, Respondent B, and each department chairperson sit down with each instructor and discuss what the instructor needs to do to upgrade specific skills. From that discussion is developed a plan for that instructor. The instructor is given three to five years to complete the graduate school courses, or

return to industry, or whatever is contained in the plan. This agreement is formalized in a letter sent to the instructor. Respondent B commented that he wanted staff development to be an "individual desire rather than an imposed one." In addition, every month each instructor must turn in a professional leave form which is placed in his personnel file. In this manner the instructor's participation in staff development activities is documented. Respondent B said that most staff and faculty were active participants in the program.

4. **Have you ever conducted a formal needs assessment? If so, how was it used?**

A formal needs assessment had never been conducted but Respondent B said he was working on one to be administered in the near future.

5. **Do you think staff development should be an important part of the total institutional perspective? Why or why not?**

Respondent B feels that staff development is important for the quality of each employee which in turn means the quality of the institution. He stresses that staff development activities should be worthwhile and selective to provide the most benefit for the targeted audiences.

6. **How do you promote staff development on your campus?**

To promote staff development, Respondent B makes arrangements for employees to attend PDI's and constantly makes personal contact with division heads and faculty. Often this contact is on an informal basis, which Respondent B feels is the most effective.

7. **Do you think strong administrative support is necessary for a successful staff development program? Why or why not?**

Administrative support is necessary to successful staff development programs, Respondent B affirmed. If the administration does not support such programs, few others will. He concluded by saying, "Without administrative support, you will lose some."

8. Who generally participates in the activities you sponsor?
   Who does not? Do you have any suggestions for reaching
   nonparticipants?

>   Generally, support staff and faculty participate in
>   PDI's and workshops held on the college campus. For
>   those who do not, Respondent B said he uses personal
>   encouragement through a close working relationship with
>   them. He makes sure that his school hosts quite a few
>   of the PDI's so that the workshops are more available
>   and convenient to all employees.

9. Do you evaluate the activities you sponsor? If so, how?

>   Written evaluations after each on-campus workshop are
>   collected and used to plan future workshops.

10. Do you receive any funding from your institution for
    staff development activities? If so, from where does
    the money come, and how much do you receive?

>   Respondent B reported that the institution does not
>   supply any funds for staff development activities.

11. What do you see as the most important purpose of staff
    development?

>   The most important purpose of staff development,
>   according to Respondent B, is the upgrading of faculty
>   and staff. He sees it as "professional development
>   rather than personal development." Staff development
>   should be a learning process that generates new ideas
>   which are then tied to school objectives.

Personal Observations and Summary of Data

The results of both the questionnaire and the

interviews reveal a composite picture of current staff

development practices in the North Carolina Community

College System. Of the fifty-eight institutions in the

system, sixteen schools still do not have formal programs in

place, and the formal programs found at twenty-three schools

have been in existence less than four years. Seven of the

sixteen schools have stated they will put formal programs in place during the next two years. Just having a more formal- ized program, however, does not guarantee the institutional commitment to staff development that will make it a fixed, continuing part of institutional planning and evaluation. To determine what could be done to strengthen staff develop- ment in each institution, it is prudent to review a summary of the data generated from the survey and interviews.

Formal Programs

Schools with formal programs sponsor the traditional types of staff development activities: tuition assistance, workshops, in-house courses for employees, educational leave, and travel money. Back-to-industry training has also become a must because of state guidelines for Tier monies. These activities are predominantly voluntary and are attended by all staff and faculty, both full-time and part-time. Institutions are beginning to make more of a commitment to their part-time employees, who are very important in all areas.

One half of the schools reported using a combination of individualized and non-individualized approaches. The non-individualized approach is implemented through a series of workshops held for all and/or certain groups of the school's employees. Individualized approaches exist but

there are few in the system. Even within the individualized realm, there are differences because of interpretation of the word "individualized" and because of available resources. Individualized activities range from simply using needs assessments to plan and implement workshops to providing an individualized plan for each employee to project personal and professional goals for the fiscal year.

Schools are equally divided as to who has responsibility for staff development. The three categories are one person, a committee, or a combination of the two. If one person is in charge, that person is usually an administrator appointed to that position and expected to add this duty to already existing duties. About half of these administrators spend less than twenty-five percent of their time on staff development. A committee, also appointed by the president or high-level administrator, is usually composed of representatives from all areas of the school. Again they must include staff development planning among their other responsibilities. The number of committee members varies, with the average number being nine. These members usually serve one or two years.

Funding for these programs comes from several different sources including the regular budget, state office in Raleigh, federal and private grants, and the college's foundation. Money for staff development has dramatically

increased in many schools as a result of the state monies which began during the 1987-1988 fiscal year. Many schools still report, however, that more funds are needed.

Most schools shy away from making staff development an integral part of employee evaluation. Instead, an employee's professional development activities are usually only a portion of the total evaluation. Evaluation of staff development activities is also done rather informally, largely through a participant reaction sheet.

Informal Programs

The sixteen schools that do not have formal programs are really not much different from those that do. They sponsor the same type of activities for the same type of clientele. There are two critical differences between the two types of programs. Usually in informal programs, only one person is in charge. Also, funding comes from the same sources, although institutional funding is rarer.

Summary

Those in charge of staff development in the North Carolina Community College System realize that more needs to be done. The answers to survey questions 11 and 12, such as lack of funding, absence of a formal plan, and difficulty in meeting all employees' needs, show that vividly. The North

Carolina System is still in its infancy and thus is very fertile ground for innovation. State monies have been an important impetus in the quest for a stronger commitment to staff development, but financial and administrative commitment must also come from the individual schools if there is to be a strong staff development program.

From the analysis of data it was concluded that there was a need for a more sophisticated system or framework for staff development in the North Carolina Community College System. The purposes, organization, components, and procedures of such a framework are discussed in Chapter 5.

CHAPTER 5

A PROPOSED FRAMEWORK FOR STAFF DEVELOPMENT

Introduction

In 1980 Ellerbe studied faculty development practices

in the North Carolina Community College System. From his

research he concluded:

> The unique nature of two-year post-secondary
> institutions in North Carolina has made staff
> development needs difficult to fulfill. Their
> comprehensiveness requires a faculty and staff with
> widely varying backgrounds and formal educational
> attainments. (p. 14)

Among the fifty-eight institutions, this situation has

proven to be true. Academic backgrounds vary widely, from

instructors with only high school diplomas to those with

doctoral degrees. Other instructors come from business,

industry, and senior institutions. Still others are

graduates of the program they teach. Ellerbe also

discovered that in the North Carolina Community College

System, staff development was still a relatively new concept

and that only about half of institutions had developed and

implemented staff development programs for this broad range

of employees.

In 1988 most institutional leaders are still trying to

perfect the approach and the type of programs that are the

most appropriate for their particular group of employees.

Also, most institutions have devised no long range goals for

their staff development programs simply because they are not
sure of the direction that they want their programs to take.
In 1987 forty-two institutions had formal programs, but the
data show that seven additional schools plan to implement
formal programs by the 1988-1989 fiscal year. In all
likelihood the remaining nine schools will follow in the
next few years. The questionnaire data, especially the
comments by the staff development representatives at each
school, indicate that some type of direction is needed to
provide a more consistent, organized staff development
approach that better meets the needs of both the institu-
tions and their employees.

From the review of the literature, the approach to
staff development that appears to be the most responsive to
the needs of the North Carolina Community College System is
one that comes from the holistic model of staff development
and research on adult learning theory and adult life and
career stages. The holistic model of staff development
contends that individuals' growth and development are a
result of their perception, self-concept and motivation.
Holly (1977) says that ". . .growth occurs as a result of
experiences which have meaning . . ." (p. 203), so for staff
development activities to be meaningful, staff members must
perceive the activities as relevant and also personalize the
information derived from those activities if they are going
to change. To help with a person's self-concept, staff

development activities can provide the opportunity for each person to pursue self-knowledge and thus improve the self-concept. A staff development approach must also allow individuals the opportunity to plan and implement staff development activities that meet their motivational levels, which constantly change as different needs are met and other needs arise.

Other concepts that are important in forming a staff development approach are the characteristics of adult learners and their life and career stages. Staff development programs must take into account that adults usually want to take responsibility for their own development and learning. They come to staff development with a different number and variety of experiences, and they will begin learning when they feel the need to do so. Often that need is a result of different experiences and tasks they must complete as they move through a series of stages in both their personal lives and in their careers. Usually most adults also want their learning to be very practical and relevant to their lives and careers.

Essential Elements of the Proposed Staff Development Framework

Both the review of the literature and the data about the current state of staff development in the North Carolina Community College System suggest common factors or elements

which are essential to the proposed framework. These seven elements are strong administrative support, a formal plan for the program, a full-time person responsible for the program, adequate funding, voluntary activities, a program based on the needs of both the individual and the institution, and an evaluation plan. A conceptual schema of these elements is provided in Figure 1.

Administrators are usually supportive of any staff efforts to improve their professional abilities. (O'Banion, 1978) But they also must demonstrate their strong commitment to the concept of staff development by actively participating in staff development activities and by providing the necessary resources to facilitate the staff development program. Administrative support will create an institutional climate where personal and professional growth and development are encouraged and welcomed.

A formal plan is essential for a successful program. Components of the plan should include what the purposes and goals of staff development will be, how the program will be organized, who will be responsible for implementing it, and how it will be funded. The goals of this plan should be closely related to institutional goals. Thus, the plan gives the staff development program direction.

> 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
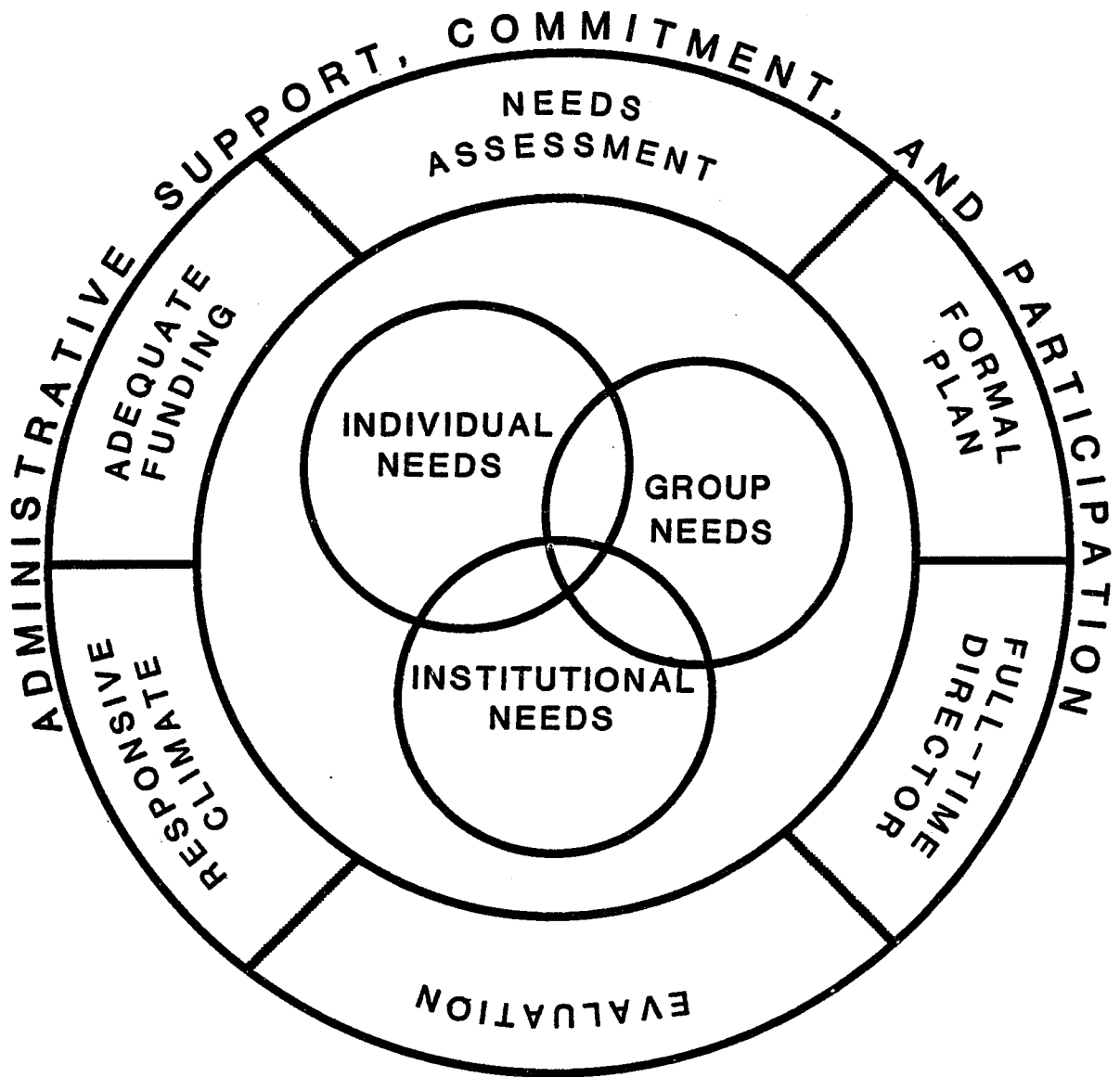> institutional activity. A plan also provides an easy

Figure 1. A conceptual schema for the essential
elements in a staff development program

reference point to identify successes and failures, achievements, and gaps in staff and organization development. (Kozoll & Moore, 1979, p. 21)

According to Hammons, Wallace and Watts (1978), a key element in the success of a staff development program is the assignment of responsibility, either to one full-time person, to a committee, or to a combination of the two. There is no consensus as to which of these is best, but it is "clear that someone must be in charge if the program is to work" (O'Banion, 1978, p. 11). The organization and staffing of a staff development program, however, usually are dependent upon institutional needs, purposes of the staff development program, and available resources.

O'Banion (1978) says that regardless of who is in charge of the staff development program, a committee of personnel representing all areas of the institution should be organized. He argues that the formation of this type of committee is "politically expedient and educationally sound" (p. 12). The committee should play an active role in planning, implementing, and evaluating the various staff development activities. The committee can also be especially helpful in providing institution-wide support for changes resulting from staff development programs.

Adequate funding is another essential element in making a staff development program successful because funds deter-mine what opportunities will be available for staff develop-ment. Unfortunately, many schools do not provide adequate

funding. For example, in 1980 Smith found that out of 343
institutions with organized staff development programs, 237
(66%) spent only between 0% and 1% of their annual budgets
on staff development. (p. 16) Hammons, Wallace, & Watts
question this funding practice:

> It is an odd paradox that colleges that readily budget
> funds for maintenance and repair of things (buildings,
> lawnmower, 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 develop-
> ment program are severely diminished. (p. 18)

The funds can be generated from a myriad of sources:
state, local, and federal monies, grants, and institutional
foundation monies. If administrative commitment is strong,
some funding is usually present.

Staff development should be a voluntary process.
"Faculty members will gain more from growth opportunities
they pursue by choice" (Baldwin, 1982, p. 3). Mandating
that all employees participate in staff development activi-
ties will not create change in individuals or contribute to
their professional growth. Employees must have the
intrinsic motivation to take part in this process. The
alternative is to involve employees on a voluntary basis in
planning, implementing, and evaluating staff development
programs. That collaboration will ensure greater participa-
tion in the process.

"Staff development efforts should be responsive to the
needs of both the institution and the individual" (Joseph,

1985, p. 133). Growth and change must take place in both the institution and its employees if the institution is to respond quickly and efficiently to student and community needs.

Finally, a valid evaluation plan is important in determining the effectiveness of a staff development program. Smith (1980) says that evaluation is also necessary if financial and administrative support are to continue. Unfortunately, there has not yet been a great deal of research on which type of evaluation is the most effective. Therefore, institutions must experiment with different forms of evaluation to determine what is appropriate for their particular staff development programs.

The following proposed framework for staff development in the North Carolina Community College System is primarily an individualized process with a secondary component involving group activities. The framework is compatible with (1) expectations for staff development in the System, (2) the review of the literature on staff development models and the individualized approach, (3) adult learning theory, (4) research on adult life and career stages, and (5) the essential elements of successful staff development programs identified above.

The Proposed Staff Development Framework

Introduction

The proposed framework for individualized staff
development programs is essentially built on the foundation
that already exists in the system. What it does is
strengthen and refine the existing system. It does not have
to be used in its totality in order to produce some positive
changes in an existing institutional program or to begin a
formal program in an institution where one does not exist.
Many schools would have to make the transition in a gradual
manner, but this framework provides common ground from which
all institutional administrators can start a formal program
or can update and improve existing programs. Building on
the existing staff development foundation, the information
about adult learning and adult life and career stages, and
the essential elements for successful programs, a plan has
been designed. It is displayed in Figure 2.

Purpose

Neidt (1974) says that ". . .the responsibility for
professional development rests ultimately with each
individual; all development in the final analysis is
personal and cannot be imposed on another" (Gaff, 1976, p.
105). Neidt continues:

> . . .the responsibility for establishing, testing, and
> maintaining a comprehensive professional-development
> program, including the establishment of policies, the

COLLEGE PRESIDENT

STAFF DEVELOPMENT DIRECTOR

Full-time employee

STAFF DEVELOPMENT COMMITTEE

Volunteer representatives from all areas of college

INDIVIDUALIZED ACTIVITY
(Professional Growth Contract)

Proposed by staff or faculty member

Components:

1. Goals based on institutional growth and self-growth
2. Resources needed
3. Procedures to carry out project
4. Evaluation plan

GROUP ACTIVITIES

Activities based on divisional/ institutional goals, e.g., computer training for administrators

PLANNING

Staff development director forms an advisory committee for the individual

Advisory committee is composed of staff development committee member, dean/supervisor of employee, staff development director

Advisory committee's duties: refine, approve, and evaluate

PLANNING

Staff development director works with dean of each division and conducts needs assessment

Director also takes suggestions from deans, directors, super- visors, and other sources

APPROVAL AND IMPLEMENTATION

Plan is approved by advisory committee and president of college

Staff development director monitors and facilitates progress of individual

APPROVAL AND IMPLEMENTATION

Activities are approved by the staff development director

Criteria used include feasibility of activity and availability of funds and other resources

Staff development director coordinates and allocates resources for needed activities

EVALUATION

Staff development director reviews contract at half-way point

Final evaluation is done by advisory committee

EVALUATION

Evaluation is conducted by staff development director and staff development committee
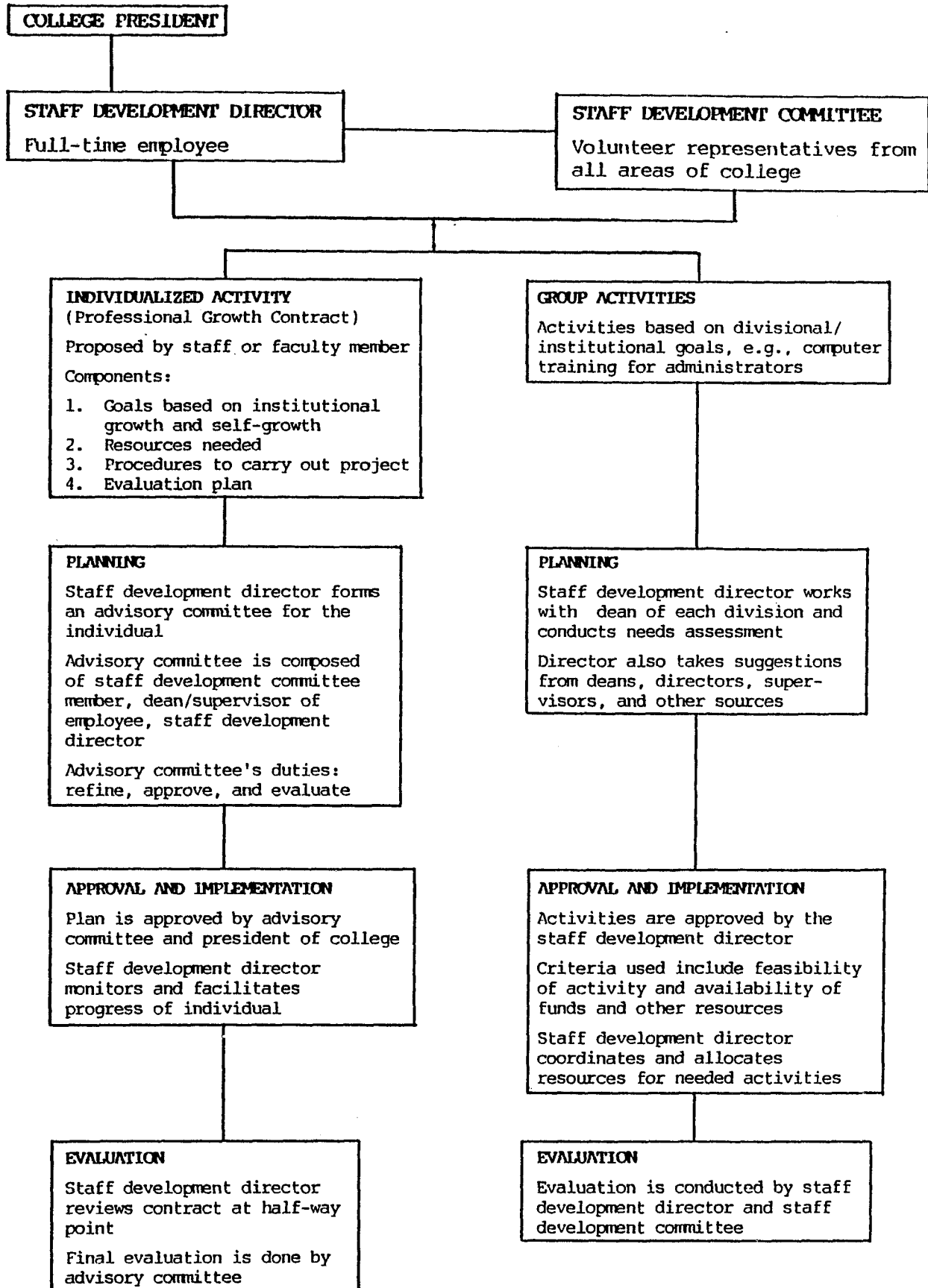
Figure 2: Sequence of actions for the proposed
staff development framework

allocation of fiscal resources, the securing of profes-
sional expertise, and the provision of opportunities
for on-campus and off-campus experiences, rests with
the institution. (Gaff, p. 105)

Thus individualized staff development programs must be

provided by the institution. Institutional needs, however,

are also important and the individualized process must

recognize those needs so that both can change and grow.

For individuals to recognize their own needs, they must

carefully measure their competencies against those required

by their current job or against those competencies that may

be required in the future. To determine their professional

goals, individuals must assess their strengths and

weaknesses. At the same time, they must look at how

accomplishing these goals will help fulfill institutional

needs.

Institutional needs are determined by such factors as

the long range plan, the established mission and goals, and

the mandates of accrediting or regulatory bodies that govern

the institution. These issues help the institution maintain

programs of high quality for students and flexibility in

meeting community needs as they arise. Thus a comprehensive

staff development program in each of the fifty-eight

two-year institutions should include provisions for both

individual needs and institutional needs.

Components

The proposed staff development framework includes two basic components, a process for individualized staff development and a process for group activities. The individualized component, however, is the primary focus of the framework. A professional growth contract enables the heterogenous group of employees found in community colleges to assess their own needs, to determine the appropriate goals, and to plan the procedures to carry out those goals. Employees are encouraged by their supervisors to use the growth contract, but participation is voluntary.

Group activities result from a compilation of needs expressed on professional growth contracts plus results of needs assessments done within divisions by the deans. If there is sufficient interest in a particular topic, then group activities are beneficial. Again, participation in the activities is voluntary.

Organization

The first step in the proposed framework is to establish a Staff Development Office run by a director and support personnel. The director would have full-time duties and responsibilities in staff development. This is in contrast to the traditional method in the North Carolina Community College System where staff development is only a supplemental duty. Also, the establishment of an office

with a full-time director shows the commitment of the administration to the promotion and implementation of staff development as an integral part of the institution's goals.

The director could be a former teacher or administrator but should be someone who has been in the community college system, understands the dynamics of the institution, and has good human relations and management skills. The director would report to the president of the institution and would be in a staff position rather than a line position, supervising only the personnel in the Staff Development Office. This organization provides a more objective environment from which the director could implement the program.

The director should:

1. Facilitate the planning and implementation of professional growth contracts.

2. Facilitate the planning and implementation of group workshops and seminars.

3. Help each dean or administrator in constructing and administering a needs assessment in that administrator's division or department.

4. Write the formal staff development plan with the help of the Staff Development Committee.

5. Promote staff development throughout the institution by talking informally with employees, advertising through the school newspaper, speaking to divisions or groups of employees, and sponsoring the state Professional Development Institute workshops.

6. Provide a professional library on the latest ideas in a variety of subject areas. Contributions of books and/or journals could also be made by any of the institution's employees.

7. Work with deans, the president, and other administrators to provide the resources necessary to implement growth contracts and group workshops.

8. Handle and distribute all staff development monies.

9. Seek other sources of outside funding for staff development activities such as business and industry or private foundations.

A staff development committee would be formed, composed of volunteers representing all areas of the institution, such as administrative staff, faculty, clerical staff, business office staff, student services staff, and maintenance staff. If an area did not have a volunteer, the administrator responsible for that area would make a recommendation to the staff development director. The director would then ask that person to serve on the committee. The members would serve three-year terms, with rotation fixed so that experienced members were always present on the committee. If someone left the committee before the term had expired, the director would ask for another volunteer to fill that position. The committee would assist the Director in all duties.

Procedures

A staff member who wanted to devise a professional growth contract would call for a meeting with the staff development director. After getting a general idea of what the staff member wanted to do, the director would form an advisory team composed of one member from the Staff

Development Committee and the staff member's dean or
supervisor. The advisory team and the director would work
with the staff member to develop the professional growth
contract and to help with the final evaluation of the
contract.

Subsequent meetings between the advisory team and the
staff member would be held to draw up the contract. The
contract would include: specific goal(s), procedures to
achieve these goals, resources needed, completion date, and
the final evaluation procedure. (Sample professional growth
contracts can be found in Appendixes D and E.) The activity
would have to be one that could be completed during a given
fiscal year. Funding for each contract would need to be
limited according to the total amount of available staff
development money. If a staff member asked for more than
the allotted amount and if the advisory team felt the
project deserved the extra money, then a special request
could be made to the president. If the president denied the
request, the contract would be changed to meet the funding
limitations.

The advisory team would work with the staff member
until agreement was reached on all areas of the contract and
to make sure that the staff member's goals would also
benefit the institution. Once the contract was completed,
it would be sent to the president of the institution whose
signature would be needed in addition to those of the

advisory team, the dean, and the staff member. When all signatures were collected, the contract would become valid, and the staff member could begin the activities. The staff development director would arrange for the distribution of the approved materials, monies, and equipment, as needed by the staff member.

Group activities would also be approved, organized and planned by the staff development director. Approval of a group activity would depend on its feasibility as well as the availability of needed resources. At the beginning of each fiscal year, the director would help the dean or administrator in each division or department to construct and implement a needs assessment. If the data from the assessments completed throughout the institution showed that there was interest in common topics, the director would plan group workshops. Also, if the dean knew that certain training, such as computer literacy, was needed by all members of the division, the director would help to plan and implement that training. All group workshops and seminars would be voluntary, just like the growth contracting system.

Evaluation

Evaluation procedures for the professional growth contract of each employee would be included in the contract itself. Evaluation would include a progress report completed by the staff member half way through the time as

well as a final evaluation report when the project was completed. The progress report would include a description of the goal, the work that had been completed, and the work that remained to be done toward that goal. The staff development director would distribute the forms for the progress reports to those participating in the professional growth contracts. The director would review all progress reports and work with staff members to solve any problems such as the need for additional funding or time. A copy of the progress report would also be sent to the staff member's supervisor.

The advisory team and the appropriate dean or super- visor would participate in the final evaluation process. The type of final evaluation used would depend on the type of project. For example, a secretary received funding to attend a workshop about a new word processing system. The final evaluation could be for her to demonstrate knowledge of that system by preparing some correspondence.

At the end of each fiscal year, evaluation for the group activities would be done through observing participa- tion and attendance and by gathering oral and written participant feedback. A higher level of evaluation would be to determine if there had been changes in staff members as a result of the staff development program. To do this employees would complete a self-assessment in which they would determine the "changes in their knowledge, attitudes,

and style that were related to their participation in staff
development activities" (O'Banion, 1978, p. 2). Data would
also come from observations by the supervisor. The growth
contracting process itself would also be evaluated at the
end of each fiscal year to make any needed changes in
procedures, organization, or evaluation.

In this framework, staff development would not be tied
to employee evaluation. Rather, a staff member who had com-
pleted a professional growth contract could submit that
contract and its results to the immediate supervisor. The
staff member could request that this information be used in
the evaluation process or that the contract be placed in the
personnel file. This provision was made because many
schools in the North Carolina Community College System would
not take a strong stand on the issue of tying staff develop-
ment to employee evaluation and because there were some
schools that did not have a formal employee evaluation
process. Under this framework all employees would be
encouraged to participate in staff development and would
know that they would have to take responsibility to do so.

Summary

In this chapter a proposed framework for individualized
staff development in the North Carolina Community College
System was presented. The essential elements and divisions
of the framework were shown in graphic form as well as

discussed. The framework was a result of data collected from questionnaires distributed to every public two-year institution in North Carolina, interviews with staff development representatives in two selected institutions, and a survey of the literature. The framework is appropriate to the North Carolina Community College System because it is responsive to survey information about the current status of staff development in the System and because it provides personal and professional development opportunities for the diverse group of employees in the fifty-eight institutions.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study began with a discussion of the reasons why personal and professional development became a priority issue in the early 1970's throughout higher education and why it has remained so today. In that context historical growth of professional development within the North Carolina Community College System was examined, beginning in the mid 1970's with the development of the first institutional programs and the creation of the state level department of staff development. The discussion ended with the current status of staff development in the System. The precepts of two different models of staff development - the remedial-environmental model and the holistic model - were discussed in Chapter 2. From the holistic model evolved the individualized approach to staff development. The conceptual basis of the individualized approach was examined, along with research on adult learning theory and adult life and career stages.

To determine the current status of staff development in the North Carolina Community System, a questionnaire was sent to the staff development officers in all fifty-eight institutions, and interviews were conducted with the staff

development officers in two of the institutions. Survey
results provided information on the organization, funding,
and administration of staff development programs. The
survey also provided feedback on needs in these programs as
well as recommendations for colleges in the initial stages
of developing programs. An in-depth interview was conducted
at a school with an informal program and at a school with a
formal program that has an individualized component. These
interviews provided greater clarification of information
gathered from the surveys.

Information from the literature search and from the
surveys and interviews was compiled to form the basis of a
proposed framework for staff development for all of the
fifty-eight institutions. This framework was based on an
individualized approach with a provision made for group
activities.

Conclusions

The specific conclusions drawn from this study are as
follows:

1. There is a need for more formal institutionalized
staff development in the North Carolina Community
College System if the fifty-eight institutions are to
remain flexible to meet the needs of their communities
and students. Staff and faculty are their institu-
tions' greatest resource, and if these people are not

given the opportunities to improve and grow, the institutions will lose their credibility and effectiveness.

2. Seven essential elements must exist if staff development is to become more important in the North Carolina Community College System. These include strong local administrative support; an institutional climate that promotes and encourages growth and development in itself as well as in its employees; strong state commitment; voluntary activities for all employees, not just faculty members; allocation of funds for such a program; and designation of one individual to be responsible for staff development in each institution.

3. Specific guidelines for staff development programs at local institutions in the North Carolina Community College System need to be developed. Even though some programs have been in existence since the mid 1970's, much ambiguity and lack of organization in the structure and implementation of many programs still exist. In addition, staff development is not yet embraced as a crucial ingredient in the success or failure of an institution.

4. The individualized approach is the most appropriate method to handle the wide variety of needs of all employees within the two-year institutions.

5. The planning of staff development programs must give
attention to the adult learning process and to adult
life stages and career stages if those programs are to
be relevant and worthwhile for the participants.

6. Staff development approaches must consider both
institutional needs as well as individuals' needs.
Only through this joint venture will both receive the
greatest benefits.

Recommendations

The following areas are recommended for further study.

1. The relationship between staff development and
employee evaluation needs to be critically examined.
This study revealed, as have numerous other studies,
that opinions on this issue vary from one extreme to
the other. On the one hand, there are those who say
that the primary emphasis in performance appraisal
should be just that -- appraising performance. At the
opposite end of the continuum are those who argue that
an appraisal should focus on the extent to which a
person has improved or is attempting to improve. From
this study it appears that the predominant feeling in
the North Carolina Community College System is not to
tie the two together, but these institutions will have
to take a more definitive stand if staff development is
to become more important to the institutional mission

and goals. It was not the purpose of this study to explore this relationship, but future studies should address this unresolved issue.

2. Staff developers in the North Carolina Community College System need to look at career development and staff development plans in institutions outside of higher education such as business and industry. Principles and goals of these programs could be studied for applicability to community college needs.

3. Most administrators and directors of staff development in the North Carolina Community College System have had no training or experience when given the task of administering or facilitating staff development programs. If a commitment is made to put a full-time person in this position, opportunities should exist for that person to be trained in the types of skills necessary for that position. Postsecondary institutions that provide advanced degrees in higher education administration must give more attention to this need. One solution would be to provide coursework and practical experiences, such as internships and practica, in staff development approaches and programs and in certain business areas such as organizational psychology and career development.

4. In view of current developments, staff development programs will have to be evaluated. Evaluation

techniques responsive not only to the needs of the institution but also to the standards of the various accrediting agencies governing the institutions will have to be developed.

5. The issue of whether or not part-time employees should be included in the staff development process has not been resolved. Part-time employees are usually included in group activities within the school but rarely are given the opportunity to request funds or other resources to help with their professional development. Institutions that rely heavily on part-time faculty for instruction will have to decide if these faculty members should be given the same opportunities as other faculty members. The same decision must be made with other employees within the institution who are part-time but have been with the institution for many years and will likely remain.

6. It was not the intent of this study to test the proposed individualized staff development framework; however, the framework should be field tested to see if it will work and what changes may be necessary to ensure its success.

7. Other methods to individualize staff development exist. These should also be considered when

implementing a program and perhaps tested in several pilot schools to see what methods would be best for each institution.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE COVER LETTER

Forsyth Technical College

2100 Silas Creek Parkway • Winston-Salem, NC 27103 • Telephone (919) 723-0371

An Equal Opportunity Institution

April 24, 1987

!address!

Dear !salutation!:

I am writing to ask for your help with a survey on staff development in the North Carolina Community College System. This survey will be an important part of my doctoral dissertation research at UNCG. I will combine the survey results with current research on staff development theories, principles of adult education, and adult life and career stages to develop a model for staff development activities which could be used by any institution in the NCCCS.

As PDI representative for your school, you are in a unique position to help me collect the data for my study since you know exactly what your school's plan involves. Because my total population is small (our 58 schools), it is crucial that I have 100 percent participation, so your response is essential. If for some reason you are not the person who is responsible for your school's staff development program, please route this packet to the appropriate person. The results of my study will be submitted to Dr. Bob Berlam, Director of Training and Staff Development at DCC, and will be available for your use. I would also be happy to provide these results for you if you indicate on the last page of the survey that you want the information.

The survey will take about 15 minutes to complete. Most of the quest: ons need only a short response, but do feel free to comment on your answers. All information will be confidential. Please send all six pages of the survey back to me by May 4 in the pre-addressed enclosed envelope. If you would prefer to call me and give the information by phone, please feel free to do so, also by May 4. If you have any questions about the survey, call me at (919) 723-0371 (work phone) or call collect at (919) 765-3475 (home phone) between 6:00 p.m. and 9:00 p.m. You may also write me at Forsyth Technical College, 2100 Silas Creek Parkway, Winston-Salem, NC 27103.

Thank you for your carefully considered professional responses to this request. If you, like me, believe there is a need for a statewide staff development model, the model I develop from your information should satisfy this need and be beneficial to all of our institutions.

Sincerely,

Susan Taylor
Director/Individualized Learning Center

Enclosure: Staff development survey

APPENDIX B

STAFF DEVELOPMENT SURVEY

STAFF DEVELOPMENT SURVEY

Directions:

   Please answer the following questions with a short response or a check. If you need more space, please use the back of the page. Note that you may need to skip questions depending on your answer.

1. Does your school have a formal staff development program, that is, one with some or all of the following: written guidelines, policies, goals, an organized method of planning activities and of electing or appointing those who will be in charge?

   ___ Yes (Go to question #2a.)

   ___ No (Go to question #8a on page 4.)

2a. My school's staff development program has been in existence

   ___ Less than a year

   ___ 1-4 years

   ___ 5 or more years

2b. Check each type of activity sponsored by your staff development organization.

   ___ Tuition assistance for faculty and/or staff

   ___ Workshops for the entire staff (faculty, administration, support staff)

   ___ Workshops for specific groups only (Please give examples of groups served.) Examples:

   ___ Courses taught during work hours for employees

   ___ Travel money for conferences and workshops outside the institution

   ___ Other (Please list.)

2c. The staff development activities your school sponsors are

   ___ Mandatory

   ___ Voluntary

2d. Participants in your school's staff development activities are

   ___ All staff and faculty

   ___ Just professional staff

   ___ Just faculty

   ___ Other (Please explain.)

2e. Participants in your school's activities are

   ___ Full-time employees

   ___ Full-time and part-time employees

2f. My school's program is

___ Individualized (Each staff member is responsible for preparing and implementing his/her own staff development program.)

___ Non-individualized with a series of planned activities

___ Primarily implemented through instructional areas, e.g. engineering, business, health

___ A combination of the above methods (Please explain.)

2g. At my institution staff development is tied to evaluation of employees.

___ No

___ Yes (Please explain how this is done.)

2h. Does your program have long-range goals?

___ No

___ Yes (Briefly list them.)

2i. Is your staff development program formally evaluated?

___ No

___ Yes

What methods do you use to evaluate?

How are the evaluations used in planning other staff development activities?

3. Who is responsible for staff development in your institution?

___ One person, title_____
   (Go to question #4a.)

___ A committee (Go to question #5a.)

4a. How is the person in charge of staff development chosen?

___ Appointed by the President

___ Hired by the institution

___ Elected/appointed by a committee

4b. Approximately how much time during the year does the person in charge allocate to staff development?

___ Almost 100%

___ Between 75-99%

___ Between 50-74%

___ Between 25-49%

___ Less than 25%

4c. For what other duties, if any, is the person in charge responsible?

___ Administrative

___ Teaching

___ Other (Describe.)

(Please go to question #6a.)

5a. How are committee members chosen?

___ Appointed by the President

___ Appointed/elected by the current committee

___ Volunteers

___ Other (Please explain.)

5b. Who serves on the committee? (Please check one.)

___ Only faculty members

___ Only professional staff (full-time faculty, administrative and counseling staffs)

___ Representatives from all groups of employees (secretarial, administrative, instructional, maintenance, etc.)

___ Other (Please describe.)

5c. How many committee members serve during a fiscal year? _____

5d. On the average, how long do they serve? _____

6a. Is staff development funding built into the school's regular budget?

___ No (Go to question #6c.)

___ Yes

6b. Has that amount changed significantly during the years your program has been in existence?

____ No

____ Yes

Increased _____ How much? $_____

Decreased _____ How much? $_____

6c. If your program does **not** have an official budget, where do you get funds?

7. Based on your institution's experience, what recommendations would you make to schools just beginning to formulate a staff development plan?

(Go to question #9a.)

8a. If your program does not have a formal staff development program, what types of informal staff development activities occur at your school?

8b. Does your school have plans to develop a formal staff development program in the future?

____ No

____ Yes

If yes, when do you plan to implement this program? _____

9a. Did your school receive Tier 1 money for 1986-1987?

____ No

____ Yes (Describe how it was used.) _____

9b. Did your school receive Tier 2 money for 1986-1987?

____ No

____ Yes (Describe how it was used.)

10a. Based on your experience, would you classify your administration's attitude toward the <u>concept</u> of staff development as

___ Always supportive

___ Usually supportive

___ Sometimes supportive

___ Rarely supportive

10b. How would you classify your administration's attitude toward the actual <u>staff development activities</u> you sponsor?

___ Always supportive

___ Usually supportive

___ Sometimes supportive

___ Rarely supportive

10c. Would you classify the attitude of the school's employees toward the <u>concept</u> of staff development as

___ Always supportive

___ Usually supportive

___ Sometimes supportive

___ Rarely supportive

10d. Would you classify the attitude of the school's employees toward the actual <u>staff development activities</u> you sponsor as

___ Always supportive

___ Usually supportive

___ Sometimes supportive

___ Rarely supportive

11. How well do <u>you</u> feel the staff development program meets the needs of all employees at your institution?

12. If you have additional comments about staff development at your institution, please write them below.

Thank you for taking the time to complete this survey!

Please write your name and telephone number here so I may call you if
I need to ask further questions.

_____, (___)_____

If you would like to receive a copy of the results of this study,
please check ___.

Return all pages of this survey to:

Susan R. Taylor
Forsyth Technical College
2100 Silas Creek Parkway
Winston-Salem, NC 27103

APPENDIX C

QUESTIONNAIRE FOLLOW-UP POSTCARD

May 6, 1987

Dear

Two weeks ago I sent you a survey on the staff development
activities in your school. Approximately 53% of the 58 PDI
representatives have returned their surveys, but to provide
the most accurate picture of staff development in the North
Carolina Community College System, I need a 100% response
rate. I would appreciate your time in completing this survey
by **May 18** if you have not already mailed it to me.

If you cannot find the original, I would be most happy to
replace it. If you would prefer to give me the informa-
tion over the phone, please call me at (919) 723-0371 between
8:00 a.m. and 5:00 p.m.

Thanks again for your help!

APPENDIX D

SAMPLE GROWTH CONTRACT

PROFESSIONAL DEVELOPMENT PLAN

Name_____Date_____

Department_____Title_____

Identified Need_____

_____

_____

Goals (anticipated outcomes)_____

_____

_____

_____

_____

Proposed Activities to Achieve Goals_____

_____

_____

_____

Budget Requests_____

_____

_____

Target Date(s) for Completion of Activities_____

_____

_____

Method of Evaluation_____

_____

_____

_____

_____

Approved_____
       (Rater)   (Date)

Approved_____
      (Reviewer)   (Date)

APPENDIX E

SAMPLE GROWTH CONTRACT

professional Development

GROWTH PLAN

Last Name First Name MI	Position	Division/Office	Department

OBJECTIVE	RATIONALE	MEANS OF ACCOMPLISHMENT	EXPENSES	ACCOUNTABILITY