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This is to certify that the

thesis entitled

The Implementation of a Staff Development Program
for Part-Time Faculty in a Community College based on
Havelock's Theoretical Model of the Change Process:

A Case Study

presented by

Sharon Kay Ferrett

has been accepted towards fulfillment
of the requirements for

PhD degree in Education

Major professor

Date January 30, 1976



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ABSTRACT

THE IMPLEMENTATION OF A STAFF DEVELOPMENT PROGRAM
FOR PART-TIME FACULTY IN A COMMUNITY COLLEGE
BASED ON HAVELOCK'S THEORETICAL MODEL OF THE CHANGE PROCESS:

A Case Study

By

Sharon Kay Ferrett

The growing numbers of "new students", the increase in hiring part-time faculty, and the need to obtain greater teacher effectiveness, have emphasized the need for staff development for part-time faculty in community colleges. The primary purpose of this developmental case study was twofold: first, to explore the content of the problems of part-time faculty in a community college setting; and second, to describe the developmental processes involved in the planning and implementation of a staff development program for part-time faculty. Strategies were formulated utilizing Ronald G. Havelock's Six-Stage Theoretical Model of the Change Process. These strategies were field tested at Delta College to assess the effectiveness of the theoretical stages in successful program development.

A knowledge base was developed from a review of the literature, structured interviews, and on-site visits. A client system survey consisting of questionnaires, interviews, and resource groups was utilized to obtain additional data. Various resource and advisory groups were convened for their reaction to and interpretation of findings.

The data base was derived largely from an analysis of the felt and observed problems of part-time faculty as perceived by:

1. Part-Time Faculty
2. Full-Time Faculty
3. Division Chairmen
4. Administrators

It was determined that a staff development program should be developed primarily on the basis of the felt needs of the part-time faculty. Responses of part-time faculty to the questionnaire indicated that the top five problems in ranked order of importance were:

1. Job Expectation
2. Administrative Structure
3. Instructional Materials
4. Instructional Improvement
5. Individual Student Differences

The planning of a staff development program for part-time faculty must also be balanced with the observed needs of part-time faculty as reported by the other client systems. The responses of full-time faculty, division chairmen, and administrators to the questionnaire indicated that the top five problems in ranked order of importance were:

1. Student Characteristics
2. Instructional Improvement
3. Grading Standards
4. Job Expectation
5. Developing Tests

Only one question, Instructional Improvement, was ranked in the top five by all four groups.

These responses from the client system survey were then categorized into three broad content areas:

1. Personal Development and Growth
2. Organizational Structure
3. Instructional Development

On the basis of the responses, a staff development program was implemented which derived strategies and activities from Havelock's Theoretical Model of the Change Process.

Conclusions drawn from the opinions expressed by those involved in the field test of the staff development program for part-time faculty indicated that the following items were most significant:

1. A well-written part-time faculty guidebook containing an explanation of the administrative structure and the services provided by each office. This handbook should also outline briefly the philosophy and objectives of the community college and the characteristics of the community college student.
2. Special group meetings and an orientation session before the semester begins which includes administrators, part-time faculty, full-time faculty, and division chairmen.
3. Ready access to the Dean of Continuing Education.
4. Workshops to improve teaching effectiveness.

A review of the findings of this study indicated that implementing strategies and activities for a staff development program for part-time faculty in a community college is a complex and intricate process. Therefore, a model was required to provide a framework which dealt with the total system. It was concluded that Havelock's model included all the necessary elements in the change process and was helpful in providing guidelines. In order to be successful, however, theory must be balanced with the realistic constraints.

THE IMPLEMENTATION OF A STAFF DEVELOPMENT PROGRAM
FOR PART-TIME FACULTY IN A COMMUNITY COLLEGE
BASED ON HAVELOCK'S THEORETICAL MODEL OF THE CHANGE PROCESS:
A CASE STUDY

By

Sharon Kay Ferrett

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1975

DEDICATED

To

**My parents for raising me with the ideals and
values which have led me to this accomplishment.**

ACKNOWLEDGEMENTS

An undertaking, such as a doctoral program involves several people who contribute in many meaningful ways. I wish to express my appreciation to the many people who assisted and advised me in the course of this study. In particular, I wish to give special thanks to my advisor, Dr. Max Raines. I am especially indebted to him for his continuous support, inspiration, and friendship. A gentle and perceptive critic, Dr. Raines generously gave of his time.

In addition, grateful acknowledgement is due to my advisory committee members--Dr. Cas Heilman, Dr. Richard Gardner, Dr. Van Johnson, and Mr. Ronald Black. Their knowledge and insight proved exceptionally valuable to me.

I wish to thank my colleagues and friends who gave so much of themselves in sustaining me to this goal. Among them are: Dr. Gene Packwood, Mr. Gerald Hall, for his technical skills; Mr. Paul Carrico, for his editorial skills; and Mr. James Verhanovitz, for his statistical assistance. I am grateful for their honest assistance and open contributions.

The secretarial skills of Ms. Gloria Kowalski made possible this final copy. She worked with resourcefulness and unfailing good humor on the myriad details involved in preparing final copy. A special measure of appreciation goes to my secretary, Ms. Janice Alcorn, for her understanding and support.

Last, but certainly not least, I wish to thank my family for their faith and encouragement which they have so readily given throughout my life.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF FIGURES	vi
LIST OF TABLES	vii
LIST OF APPENDICES	viii
 Chapter	
I. INTRODUCTION	1
Need for the Study	1
Purpose of the Study	3
Definition of Terms	4
Limitations of the Study	5
Background of the Study	6
Organization of the Study	7
 II. REVIEW OF RELATED LITERATURE	
Part A: STAFF DEVELOPMENT PROGRAMS	20
Overview of Staff Development Programs	21
History of Staff Development Programs	23
Current Literature Related to Staff Development Programs	26
Summary of Literature Related to Staff Development Programs	35
Part B: PART-TIME FACULTY	37
Overview of Part-Time Faculty	37
Literature Related to Part-Time Faculty	38
Summary of Literature Related to Part-Time Faculty	50
Part C: MODELS FOR CHANGE: AN OVERVIEW OF MAJOR SCHOOLS OF THOUGHT	51
Introduction	51
The Human Relations School	52
The Research, Development, and Diffusion Model	58
The Social Interaction Model	64
The Problem-Solver Model	68
The Concept of Linkage	75

Chapter	Page
III. METHODOLOGY	84
Procedural and Methodology Overview	84
Knowledge Base Client System Survey	85
Development of Questionnaire	85
Field Tested Strategies	91
IV. PRESENTATION AND ANALYSIS OF THE DATA	92
Part A: RESULT OF THE	
--Knowledge Base	92
--Client System Survey	93
Part B: --FIELD TESTED STRATEGIES	108
Introduction	
Objectives of the Staff Development Program for	
Part-Time Faculty	109
Content of the Staff Development Program for Part-Time	
Faculty	110
Process of the Staff Development Program for Part-Time	
Faculty	112
Conclusions	
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS	
FOR FURTHER STUDY	128
Summary of Statement of Problem	129
Purpose of Study	129
Methodology	129
Summary of Knowledge Base	130
Summary of Client System Survey	130
Summary of Field Tested Strategies	132
Assessment of Havelock's Six-Stage Model and	
Implemented Strategies	132
Stage I. Building a Relationship	133
Stage II. Diagnosing the Problem	134
Stage III. Acquiring Resources	135
Stage IV. Choosing the Solution	136
Stage V. Gaining Acceptance	137
Stage VI. Generating Self-Renewal	138
Conclusions	138
Implications of the Study for Delta College	139
Implications of the Study for Community Colleges	143
Implications of the Study for Change Agents	144
Implications of the Study and Suggestions for	
Further Research	146
BIBLIOGRAPHY	147
APPENDICES	

LIST OF FIGURES

<u>List of Figures</u>	<u>Description</u>	<u>Page</u>
Figure No. I	Model of Administration as a Social Process (Getzels and Guber)	55
Figure No. II	Hierarchy of Needs (Maslow and Herzberg)	55
Figure No. III	Stages Typically Included in Models of Change Within Three Schools of Research	61
Figure No. IV	Research, Development, and Diffusion Perspective	63
Figure No. V	The Social Interaction Perspective	67
Figure No. VI	The Need Reduction Cycle	72
Figure No. VII	Problem Solver Change Perspective	74
Figure No. VIII	The Linkage Process	79
Figure No. IX	Havelock's Six-Stage Model of Change	111

LIST OF TABLES

<u>Table</u>		<u>Page</u>
Table I	Percentage of Part-Time Faculty by Degree and Advanced Course Work	17
Table II	Average of Part-Time Faculty by Age, Teaching Experience Other than Delta, and Related Experience	18

APPENDICES

<u>Appendix</u>		<u>Page</u>
Appendix A	Questionnaire	153
Appendix B	Outline of Structured Interviews	154
Appendix C	Faculty Opinion Questionnaire	155
Appendix D	Workshop Evaluation Form	156
Appendix E	Respondent's Comments and Suggestions	157
Appendix F	Outline of Fall Orientation	161
Appendix G	Tables	162

Chapter 1

INTRODUCTION

Need for the Study

Increasing numbers of community colleges within the state of Michigan are recognizing the significant needs of training their staff to meet the demands of new diverse constituencies (veterans, minorities, senior citizens, women, etc.). In order to meet these unique educational needs, the community college has expanded its instructional services to accommodate the "new student" through the evening programs and off-campus centers. Most community colleges have also expanded their faculties to include more part-time instructors to teach these classes (Gowin, 1961). One major problem that higher education faces today is to accommodate the "new student" and yet maintain quality instruction during a time which emphasizes flexibility, innovation, and non-traditional methods. To accommodate this current situation, Edmund J. Glazer has proposed a national agenda calling for community colleges to expand their roles to advance not only the theory but also the practice of community-based education (Glazer, 1974). The concept of community-based education is a cooperative venture between the community college and the community that is designed to serve a variety of needs among a diversity of groups within the community.

The utilization of part-time instructors recruited from the local geographical area offers a unique opportunity for the community college to draw extensively from community human resources and to become increasingly community based. However, a planned program for staff development for part-time faculty is needed to increase their understanding of their particular community college's role in the community and facilitate the attainment of skills necessary in teaching and advising the "new student."

While much has been written about the need for staff development for community college faculty, little has been written on the theory of the process required to successfully establish a staff development program for faculty. Furthermore, a review of the literature indicates that what has been written about staff development has been focused almost exclusively on full-time faculty. There appears to be a vacuum regarding the specific guidelines and strategies required to implement a staff development program for part-time faculty. Clearly, more information is needed about the content and nature of part-time faculty problems within community colleges. In addition, a knowledge of the process necessary in implementing strategies for program development would facilitate the understanding of those individuals charged to develop such programs. Thus, if a staff development program is to be successfully developed for part-time faculty, the theoretical principles of the change process must be addressed as well as the subject content.

Purpose of the Study

The purpose of this study was twofold: first, to explore the content of the problems of part-time faculty in a community college setting; and second, to describe the developmental processes involved in the planning and implementation of a staff development program for part-time faculty. Strategies were formulated utilizing Ronald G. Havelock's Six-Stage Theoretical Model of the Change Process. These strategies were field tested at Delta College to assess the effectiveness of the theoretical stages in successful program development.

Guidelines based on Havelock's Model of the Change Process:

- | | |
|-----------|---|
| Stage I | Building a Relationship Between Change Agent and Target Group |
| Stage II | Diagnosing the Problem |
| Stage III | Acquiring Relevant Resources |
| Stage IV | Choosing the Solution |
| Stage V | Gaining Acceptance |
| Stage VI | Stabilizing the Innovation and Generating Self-Renewal |

Additional components for this model were based on a review of the literature and interviews with persons responsible for training programs in industry and higher education.

The data base for this model was derived empirically from an analysis of the "felt" and "observed" needs and problems of part-time instructors in a comprehensive community college as perceived by:

1. Experienced Part-Time Faculty
2. Division Chairmen
3. Campus-Wide Administrators
4. Full-Time Faculty

Definition of Terms

The following definitions are important terms used in this study.

Change Agent: A person who facilitates planned change or planned innovation.

Client System: The term client refers to individuals or groups the Change Agent is trying to help, the systems referring to the interacting components of the community which seems to have common goals and are trying to work together to achieve these goals.

Continuing Education: This is the Academic unit of the college which serves its students after 6:00 p.m. Its offerings consist of those Academic classes which make possible the completion of graduation or transfer requirements for each of the organized curricula listed in the college catalogue.

Interacting Group Process: A group in which all communication acts take place between members with minimal controls or formal structuring.

New Students: Those students who in the past have not typically gone to college.

Nominal Group Process: A group in which individuals generate and record ideas in the presence of others but do not verbally interact.

Part-Time Faculty: This term refers to instructors who are paid on an hourly basis to instruct one or two classes. Experienced Part-Time Faculty refers to those part-time faculty who have taught at least one semester of college.

Planned Change: An intentional and collaborative process involving change agents and client systems. These systems are brought together to solve a problem in the client system.

Staff Development Program: A well-planned, detailed, and systematic organizational effort to improve the quality of the instruction taking place in individual classrooms, by focusing on the individual faculty member and the issues that confront him as an instructor, a person, and a member of an organization.

Target Group: Refers to a specific group within the client system to which change is focused.

Limitations

This study was limited to Delta College. It was further limited to part-time faculty in the Continuing Education Division who had taught at least one semester of college.

The full-time faculty involved in the study were limited to those who were teaching spring and summer. The administrators who participated in the study were limited to those directly involved with academic classes and part-time faculty.

It was not the purpose of this study to evaluate Havelock's Six Stage Model of the Change Process. Rather, the study was confined to exploring the problem of part-time faculty at Delta College and describing and assessing the developmental strategies involved in planning and implementing a staff development program for part-time faculty.

Background of the Study

Several new forces are having a significant impact on higher education. These recent societal and cultural movements have commanded an equality of opportunity and a diversity of educational experiences to meet the needs of an increasingly heterogeneous clientele. Among these forces are:

1. Rapid changes in technology and consequent changes in the employment market are placing a premium on Continuing Education for young people and adults.
2. The Egalitarian Era and the Community College commitment to the Open Door Concept have made available to a substantial degree opportunities for the "new student."
 - a. Women
 - b. Veterans
 - c. Minority Ethnic Groups
 - d. Handicapped
 - e. Low Achievers
 - f. Senior Citizens
3. The abandonment of the ideas that education is something which takes place between the ages of 5 and 23 and that education is something that can only occur in formal classroom settings.
4. Changing population patterns (increase in the older population).
5. Declining enrollments in formal traditional education.
6. Reawakened awareness of the need for responsible citizenship.
7. An exponential increase in new information and techniques -- a vital explosion of knowledge.
8. The emergence of new individual and group life styles.
9. Rising personal expectations and the human potential movement.

10. Women's Liberation Movement.
11. Civil Rights Movement.
12. Sexual Revolution.
13. The realization by the community college of its role as a "Resource Center" and the importance of conserving and developing the human resources of inner city communities and potential of outlying communities in outlining areas. In short, becoming more community-based. (Gould, 1972)

These forces have created powerful demands for increased and varied educational opportunities with emphasis on taking the college to the people. The demand for lifelong and life centered learning opportunities has also intensified. Higher education must come to terms with these forces by re-evaluating its philosophy and practices within this new context.

To do this, it is helpful to review the transitional periods of higher education, as cited in The Second Newman Report, 1973.

1. Aristocratic period. The long period following the founding of the first colleges in this country was devoted essentially to receiving the children of the well-to-do and making them a competent class of business leaders, professionals, teachers, clergy, and government officers. Even as late as 1900, only about one in twenty-five young Americans entered college.
2. Meritocratic period. By the 1930's, American colleges increasingly sought to select able students whatever their background, and make them a new elite regardless of color or religious or economic differences, but not regardless of ability. The concept of merit became closely tied to that of ability as measured by narrowly academic forms of grading and testing.
3. Egalitarian period. By the middle of the 1960's, higher education began moving into an era characterized by the belief that ". . . every person shall have the opportunity to become all that he or she is capable of becoming. . ." Knowledge is essential to individual freedom and to the conduct of a free society. . . education is the surest and most profitable investment a nation can make.

If the Egalitarian era is to realize its full potential and become a functioning reality, higher education must develop greater flexibility and non-traditional modes of instruction. The Commission on Non-Traditional Study, established in 1971, defined non-traditional study as an attitude.

"This attitude puts the student first and the institution second, concentrates more on the former's need than on the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and de-emphasizes time, space, and even course requirements in favor of competence and, where applicable, performance. It has concern for the learner of an age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study."

(The Commission on Non-Traditional Study, 1973)

Consequently, across the nation, concerned educators are responding to the pressure for lifelong education. However, expanding to a transfer orientation or from a college-centered type institution to a truly community-based institution requires not only a commitment from the total staff, but a developmental program designed to change attitudes and develop skills necessary in meeting the needs of this new constituency.

The non-traditional movement is reflected in the increasing numbers, varieties, and levels of continuing and community education programs and services at the community college level. Unlike the day enrollment, continuing and community education is experiencing a remarkable growth on a nation-wide scale.

These evening programs would experience operating difficulties were it not for part-time instructors, and community colleges would have greater difficulty in effectively serving the communities upon which they justify their existence (Hopper, 1970). By effectively orienting and utilizing the part-time faculty, community colleges can better meet the needs of their communities and indeed become increasingly community-based. The part-time faculty are important for many reasons.

1. They teach nights and weekends which are often inconvenient for full-time faculty.
2. Administratively, they possess skills or experience which are not otherwise available. For example, how many community colleges employ a full-time dentist for their dental hygiene program? Part-time faculty often afford a logical and efficient way to initiate new career programs, or staff single section speciality courses (law, medical, secretarial) where employment of full-time personnel may not be justified. Furthermore, the location of an institution often enables distinct geographical specialization because of particular local resources such as government, research, or health.
3. Part-time faculty can bring something new to the classroom -- a practical approach in the form of day-to-day experience in business, industry, government or other educational institutions. Part-time faculty can make invaluable contributions to the instructional process because of their knowledge of contemporary occupational requirements and the job experience (Chronister, 1970). Part-time faculty are indeed an asset to the community college.
4. Part-time faculty can be used to advantage during the fall semester when enrollment is normally at its peak and for staffing extra class sections created by unanticipated enrollment bulges.
5. They are often paid less than half of what a full-time faculty member is paid. This is a significant fiscal saving for the continuing education office and allows for more courses to be offered.

6. Economically, additional costs to the college are lower in that part-time faculty receive no fringe benefits, require no additional office space.
7. Since part-time faculty are not under contract, they can be relieved without risking a grievance.

Recent years have raised many questions concerning the preparation of faculty to deal more effectively with the new student.

The concern for faculty orientation, inservice, and training is not a new problem. As early as 1931, Evan declared that the community college has little or no excuse for existence if it does not place prime emphasis on teaching and improving the skills of its faculty. A great deal has been written recently on the need for inservice training and staff development in the community college. However, few studies were identified which dealt with the part-time faculty or with the specific change process required in program planning. Yet, according to the 1974 Junior College Directory approximately forty-two percent of nearly 130,000 faculty employed in the 1973-73 year by member institutions were part-time faculty. Regardless of the size of part-time faculties, few institutions apparently have given serious attention to the problems of part-time faculty members. Even fewer institutions have developed appropriate plans for orienting part-time faculty. Furthermore, although educators have tried a variety of orientation and inservice activities, techniques have not been widely applied nor have many dealt specifically with

community-based education. Terry O'Bannion supports this point. He stressed that there has been little done with the process of planned change necessary in program development for part-time faculty. (O'Bannion - Personal Communications, Institute of International Community Colleges, Sarnia, Ontario, Canada, 1975)

Therefore, there is a need for specific guidelines concerning the planned change process involved in developing and implementing objectives.

This study would have several implications for the academic community. A model of staff development at one comprehensive community college could be applicable and of value to other community colleges in meeting the following needs for successful program development:

1. Information about the problems and concerns of part-time faculty.
2. A knowledge of the values, attitudes, and motivation of part-time faculty.
3. A knowledge of the perceptions of administrators and full-time faculty concerning part-time faculty. This study should help to provide a basis for building more effective communication.
4. A base of understanding of the stages of program planning that appear to be necessary in implementing a staff development program for part-time faculty.

Delta College

Delta College is a public two-year community college serving the Tri-County area consisting of the counties of Bay, Midland, and Saginaw. Financial support is provided by tax levy, state appropriations, and student tuition. The college site, a 640-acre campus complex in Bay County, lies almost midway between the three counties.

The Tri-County area occupying a transitional zone between the highly urbanized, industrial areas of Southeast Michigan and the resort and recreational areas of the north, is a major concentration of population within the state with a population of 450,000. Sixty-three percent of the people are classified as urban residents. The area is a combination of farming and diversified industry. Among the industries represented in the area are: Dow Chemical, Dow Corning, General Motors, Defoe Shipbuilding, and Wickes Corporation.

There are many ethnic groups in the Tri-County district and they are represented in Delta's student body. Blacks constitute the largest minority group of 15%. Over 12,000 individuals with Spanish surnames comprise a second minority group and make up about three percent of the Tri-County population. Other ethnic groups are mostly European and Native Americans.

The high percentage of urban population can largely be explained by the concentration of industry within the area. Over ninety-five percent of the employed work force are in occupations other than agriculture.

Each county has a major concentration of industry. The Dow Chemical Company and Dow Corning Corporation have large plants and international corporate headquarters in Midland. Bay City's employment centers around Chevrolet Motors and the Defoe Shipyard. The latter's position on the Saginaw River enables it to build ships for countries all over the world. Saginaw, the largest industrial center, has a number of General Motors plants and has the largest foundry concentration in the country.

The tri-county area is also well known for its agricultural products. Sugar beets, beans, and potatoes are grown extensively throughout the valley. On a national basis by county, Saginaw and Bay County rank number one and two in sugar beet production and one and five in bean growing, respectively. Beans are shipped from the area to foreign ports.

The tri-county region has exhibited an impressive growth rate in the last twenty years. Between 1950 and 1960, a thirty percent increase in population occurred. Although the total population continues to increase, the rate of growth is slowing. Between 1960 and 1970, the growth rate for the tri-county area was fifteen percent, half the growth rate for the 1950-1960 decade.

Most students commute to college by private automobile, and the use of public transportation to the college is limited. Limited dormitory facilities are available on the campus.

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Delta College has experienced significant growth. During the years of 1965 through 1971, enrollment increased 167.5 percent. The growth rate of enrollment among the 18-21 age group responsible for past increases is now leveling. Future growth is anticipated to include an older and more diverse student population.

There are approximately 6,000 full-time day students enrolled in the college and another 6,000 part-time evening students. Delta College is an institution with a heterogenous student body and an equally heterogenous faculty. There are 178 full-time faculty members, most of whom have a Master's Degree in their subject discipline, with about twelve faculty holding a doctorate degree.

Philosophy and Purposes

The college is dedicated to the post secondary educational needs of the College District population regardless of age or previous academic achievement. The college is committed to encourage and promote aspects of general education in all of its objectives and services. A further commitment is to continue and expand its participation in the social, cultural, and economic development of the Delta Community.

The college is one of the original members of the League for Innovation and enjoys a climate conducive to innovation in teaching-learning approaches. (The League for Innovation is a consortium of nation-wide community colleges which are committed to innovated practices and programs.)

The continuing goals of Delta College are to provide the following educational services:

1. Career programs of two basic types: those designed to provide lower division and preprofessional programs which prepare students for entry into the baccalaureate institutions of their choice, and those designed to prepare students for employment immediately upon completion.
2. Opportunity for continuing education designed to provide career and personal enrichment.
3. Guidance, counseling and advisement services to students in the areas of educational, social, personal, and career development.
4. Cultural programs and services designed to enrich the life of the community.
5. Delta College faculty and staff services to the tri-county area for consultation, coordination, assistance, and participation on the social, economic, cultural, and educational enhancement of the Delta Community.

One of the most definitive passages describing the role of Delta College was prepared by members of the 1966 Summer Project Team. These commitments or beliefs, which most directly embrace the philosophy, purposes, and practices of the college, read as follows:

1. We believe that Delta College should continue its non-selective admission policy; that is, remain an "open door college."
2. We believe that a commitment to the open door policy implies that acceptance of the responsibility to provide education that meets the needs of all constituents above high school age regardless of age, previous academic achievement, or ability.
3. We believe that Delta College should expand its participation in the social, cultural, and economic development of the community.

4. We believe that Delta College should be a student-centered institution. This commitment requires that every facet of the college be evaluated in light of the question, "What is best for the student?"
5. We believe that curriculum planning, scheduling, and methods of instruction should be developed with flexibility and variety as major considerations. We are not in agreement with those who are willing to commit themselves to a single method of achieving educational objectives. We have discovered no panaceas, but rather we have observed a multitude of techniques that can be highly effective.
6. We believe that Delta College has a responsibility to carry on experimentation and institutional research. This is a responsibility of every institution, and with our fine facilities we are in an especially good position to contribute to the entire educational community.
7. We believe that Delta College has a responsibility to cooperate with all institutions in improving the educational process. Major cooperative efforts are emerging across the nation, and our obligation to the public demands that we become a partner in this movement.
8. We believe that every effort must be made to provide the highest quality of education at the lowest possible cost. However, we do not believe that an idea should ever be discarded solely on the basis of lack of funds. With rapidly advancing technology, greater federal involvement, and more assistance by industry in the form of financial grants, it is quite possible that an idea which is too costly today may be feasible in the near future.
9. We believe that faculty involvement in every aspect of the operation of Delta College is essential. We recognize that this places an obligation on the faculty to accept its share of the responsibility.

There are approximately 180 part-time faculty who teach mainly in the evening programs. The characteristics of part-time faculty are even more diverse than are full-time faculty.

Part-time instructors are recruited from a wide range of sources, including secondary schools, business, and industry. Following is a chart which indicates the educational background of part-time faculty at Delta College:

Table 1

Percentage of Part-time Faculty by
Degree and Advanced Course Work (1974-75 Data)

<u>No. of Part- Time Faculty</u>	<u>Less than BA</u>	<u>BA</u>	<u>BA+</u>	<u>MA</u>	<u>MA+10</u>	<u>MA+20</u>	<u>MA+30</u>	<u>Doctorate</u>
150	1%	24%	3.5%	51.2%	7.1%	1.2%	8.3%	3.6%

Table 1 indicates that over seventy percent of the part-time faculty have a master's degree. Of this percentage, over 20% have advanced course work beyond the master's and 3.6% hold a doctorate. Of the thirty percent who have less than a master's degree preparation, four-fifths have a bachelors degree preparation and four-fifths have a bachelors degree. Many of the part-time faculty have specialized backgrounds or some particular expertise which is utilized in their occupation. Some examples of such specialization are: aviation, fire protection and real estate.

Other information in the part-time faculty profile includes data pertaining to age, teaching experience other than at Delta College, and work related experience. Table 2 illustrates these averages in terms of years.

Table 2

Average of Part-time Faculty by Age, Teaching Experience
Other than Delta, and Related Experience (1974-75)

<u>Average Age</u>	<u>Average Years of Teaching Experience Other than Delta</u>	<u>Average Years of Related Experience</u>
38	4	6

The average age by division ranges from a low of thirty-three to a high of forty-one. The overall average is thirty-eight, which is only one year higher than the average age of the regular faculty.

Delta College considers it desirable to employ part-time faculty who have teaching experience and work related experience. As illustrated in Table 2, the part-time faculty's average number of years teaching experience other than at Delta College is four years. The amount of work related experience varies from none to twenty years with the average being six years. As might be expected, the faculty having little or no teaching experience have the greater number of years of work experience.

Personal and Professional Characteristics of Part-Time Faculty may be characterized as follows:

1. The mean age is thirty-eight years, three-fourths of them being in the thirty to forty-five age bracket.
2. Three out of four are male.
3. Almost three-fourths are married.

4. Doctorates are held by 3.6 percent, Master's degrees by almost ninety percent. Only one percent holds no baccalaureate degree.
5. Two of four had no previous college teaching experience.
6. Three out of four are working full-time in business or industry.
7. Their teaching assignments are in the fields of their subject area of their master's degree in ninety percent of the cases.
8. Ninety percent have never attended a community college.

Chapter II

REVIEW OF RELATED LITERATURE

Part A

Staff Development Programs

In recent years, there has been an increase in the number of articles and books on staff development for community college faculty. College leaders have come to realize that an orientation program and continued professional in-service development is necessary even for those who have had courses in educational techniques.

Specialized training for teaching in the community college has a relatively short history. In one of the most complete reviews of the history of community college teacher preparation programs; Prihoda points out that the first public junior colleges materialized as extensions of high schools. Therefore, the faculties were essentially high school teachers. No distinct junior college teacher preparation pedagogy was offered by universities until the 1920's. As recently as the 1930's and 1940's, junior college leaders argued that the liberal arts colleges, state colleges and universities should separate high school from junior college teacher preparation. In spite of this, not many specific training sequences or even isolated courses have resulted. (Prihoda 1972) In a Junior College Journal article, Brawer summarized the pattern of two-year college teacher preparation up

to the 1960's. These were: (1) a college degree and experience teaching in secondary school; (2) a Master's degree in a traditional academic program; and (3) for vocational-technical programs, experience in a specific occupation with possibly a little training in pedagogy (Brawer 1973).

The era of the 1960's brought great changes for the community-junior college movement as the number of colleges grew and enrollments rose sharply. Because they were less prestigious and offered lower salaries than the major universities, the two-year colleges at first experienced great difficulty in finding qualified instructors. A significant number of faculty were hired who had little understanding of community college purposes, especially the open-door policy. The American Association of Junior Colleges led the way in making recommendations for staff development and in-service training. President, Edmund Gleazer, repeatedly drew attention to the problem as in his book, This is the Community College, (1968).

As a result of this need, the American Association of Junior Colleges made two significant attempts to assess the condition of faculty Staff Development Programs in community colleges. The 1969 survey of administrators confirmed the lack of Staff Development Programs for community-junior college faculty. Ninety-five percent of all (288) respondents "expressed their conviction that the training which their people needed was not adequately available within their regions at least at the present time." These results led the AAJC to comment that a "serious national 'training gap'

(existed). . .in every section of the country." (AAJC, In-Service, 1969). The earlier attempt in 1970 surveyed administrator opinions about Faculty Development Programs. The latter was a national study of existent workshops and short courses for the improvement of community college staff; this study was conducted by the AAJC Faculty Development Project with the cooperation of the Carnegie Corporation of New York (1970).

The 1970 survey disclosed the following facts:

1. There were 276 workshop and short course in-service programs conducted in 1970 for community-junior college staff.
2. Thirty-seven percent were in academic areas. (Thirty-one percent of these were offered under the National Science Foundation.)
3. Ten percent were in vocational-technical areas.
4. Thirty-three percent were in education, curriculum development and learning theories.
5. Thirteen percent were offered in administration and management.
6. Seven percent were offered in student services area.
7. One percent were offered in miscellaneous areas, i.e., one program in Europe.

Of course, workshops and short courses are not the only in-service education experiences for staff. However, the total of 276 such programs is virtually infinitesimal in comparison with the needs of about 130,000 staff members at over 1,000 community-junior colleges (AAJC, 1971).

Almost all community colleges have some form of an orientation program at the beginning of each school year. Many are a "routine one-day introduction of new teachers to the administrative rhetoric and clerical confusions of a particular institution." (Kelly and Connolly, 1970).

According to O'Banion (1971) programs are often the only staff development experiences for faculty at many colleges. A review of the professional literature reveals that there is no record of the precise number of orientation programs which are offered in community colleges across the nation.

An early study by Eaton (1964) sought to determine the kinds of orientation programs existing at Michigan community colleges.

Eaton found that, although all of the community colleges in Michigan recorded an interest in and concern for the proper orientation of new faculty members, a tabulation of the responses made by the administrative officers showed that only thirty-seven percent had installed what they considered a structured program of orientation in their institutions.

He further concluded that there appeared to be little relationship between the needs felt by new instructors and the orientation provided for them by the college administrators.

The recommendations submitted by Eaton on the basis of his investigation were:

1. Orientation and in-service programs should be developed with the real needs of the new instructors in mind.

2. A careful and frequent evaluation of the needs of new staff members is necessary to the implementation of the several helpful orientation practices cited in the study.

A study by Siehr, Jamrich, and Hereford (1963), representing the cooperative effort of Michigan State University and the American Association of Junior Colleges, support the opinions that orientation programs must be developed on the basis of the real needs of the faculty. The investigators recommended that the major orientation problems identified in the study cannot be solved by more or better administrative procedures concentrated into a relatively short orientation period. Persistent problems seem to require a re-examination of the basic issues involved over a longer period than the usual two or three day orientation program can provide. Since new community college instructors sought rapid identification with the school and acceptance by the faculty staff as working and contributing members, the investigators believed that administrators should provide the three essential components to the growth of people in any enterprises:

1. Security in their positions professionally.
2. A real concern for faculty as people.
3. The necessary freedom to work out solutions to their own problems.

Another research effort based on the identification of problems as perceived by new faculty members was conducted by McCall (1961). In this study, McCall sought to determine what in-service methods

and administrative devices would be beneficial in helping new faculty members solve their problems.

McCall investigated

Problems of new faculty members in North Central colleges and universities.

and

Discovery of these new faculty members' reactions to the administrative practices designed to assist them in resolving their problems,

As a result of findings, McCall formulated suggestions of in-service education for new faculty in North Central Association colleges and universities.

The method used to collect data was a four-page questionnaire which listed fifty problems found by preliminary examination most likely to be among the critical problems which new faculty members would identify.

A second section of the questionnaire asked participants to evaluate the effectiveness of twenty-five administrative practices which might be useful in helping them resolve their problems and to indicate whether such practices were in use in their institution.

McCall concluded that the orientation and in-service programs of colleges and universities failed to come to grips with institutional problems as perceived by new faculty members. Further findings indicate that institutional problems found to be most critical are:

1. Understanding college policies regarding promotions and salary increases.
2. Acquiring adequate office space.

3. Knowing what other department expect of my department.
4. Lack of teaching aids.
5. Developing effective discussion techniques.
6. Developing effective lectures.

During the early 1970's, the concern for better preparation for community college faculty began to produce some results. Many two-year college leaders realized that in-service training was necessary. As a result of the awareness, orientation programs and in-service training for faculty up-grading began to appear throughout the country. This trend toward staff development was given particular impetus by the report of the National Advisory Council of Education Professions Development (1971), entitled, People for the People's College. This significant study drew together all the trend in staff development and related them to enrollment forecasts for the 1970's and beyond. Two conditions in community colleges having special influence for staff development were noted. First, enrollments have begun to taper off in the day programs in most community colleges which means that fewer and fewer new full-time faculty will be hired. Second, serving the needs of the diversity of students in community colleges (academically and economically disadvantaged minorities, occupational and career oriented students, older students, as well as the traditional transfer students) will require special in-service training efforts designed for the "new student." People for the People's College highlighted the need for staff development programs for community college faculty and documented the expanding number of techniques available.

The literature on staff development is most prevalent in its descriptions of what might be called special programs, those aimed at solving some specific campus problem (e.g., lack of awareness of minority group problems and backgrounds) or at educating the staff in new teaching techniques (e.g., the writing of learning objectives). In the modification of staff values and behaviors, a number of Staff Development designs have been presented. One of these, the Dallas Human Relations Lab of El Centro Community College, was intending to achieve more open communication and cooperation between administration, staff, and students. This outlines a method of coping with a two-year college at odds with itself and its mission.

Other programs concern themselves with sensitizing white middle-class, ethno-centric faculty to the cultural backgrounds and educational needs of the "new student." Andrew Goodrich's 1971 article, The New Faculty and the New Student, discussed the importance of training faculty to a working awareness and a new respect for those from different educational and cultural milieux. He examined AAJC's Minority Awareness Workshops and other programs as means to those ends. DeNevi presents yet a third design in his article, Retreading Teachers the Hard Way. He reports on a summer institute for community college teachers which matched them in one-to-one working relationships with the youth of the inner city to acquaint the faculty with the environment and the human needs of the students. (DeNevi 1974). Berbert describes a variation of DeNevi's approach,

a one-week seminar in Kansas City which put faculty in direct contact with the environments and problems of various racial, ethnic and counter-culture minority groups (Berbert 1974). The foregoing are only a few of many experimental and innovative programs designed to change staff values and behaviors.

The literature is, likewise, reasonably fertile in its descriptions of special programs designed to train and update faculty in new teaching/learning techniques and technology. For example, Roger Garrison's description of the 1969 AAJC Seminar for Great Teachers has since become a model for regional and state conferences bringing together highly competent community college instructors to facilitate the transfer of new ideas, and to keep faculty members challenged and alive.

For background data, Garrison interviewed community college faculty across the nation with the purpose of identifying the current issues and problems affecting community college faculty. The key to his study is that it was based on the faculty's perceptions of their problems and issues affecting them.

Garrison found that those surveyed indicated a serious concern for quality in-service programs aimed at professional upgrading and refreshment. He concluded that

Communication is needed between individual faculties and disciplines.

A priority need is for in-service training which is thoroughly planned and on-going and should be budgeted under the cost of instruction. Much more is needed than a casual briefing on practices. (Garrison 1970)

Clearly, the research states that more than a one-day program is needed. In fact, Richards (1964) discovered that it may actually be a dis-orienter of faculty.

In this study design, Richards assumed that the perceptions and judgments of those persons most closely associated with the orientation program are basic to obtaining a realistic evaluation of the orientation process. Accordingly, 375 administrators and new instructors in twenty-three California public junior colleges were interviewed.

The incidents cited most frequently as aiding the orientation process were: (1) assistance by other instructors in improving a new instructor's teaching technique; (2) provision of needed materials by other staff members; and (3) help from faculty sponsors with whom the new instructor shared an office.

In examining the data, Richards noted that the perception of new teachers and administrators differed regarding the significance of various orientation practices. Richard concluded that one-day programs are not really effective in orienting new faculty, thus ongoing staff development programs need to be considered.

Pettibone (1969) strongly supported the concept of an on-going, long range Staff Development Plan. He considered faculty involvement in planning such a program to be essential. He further recommended that orientation be received in relation to both short-term and long-range goals and that new faculty be surveyed to assess their needs.

Kelly and Connolly (1970) developed an orientation model which incorporated many of the concepts which Pettibone considered to be essential. They recommended that the model contain the following characteristics:

1. That planning should utilize a comprehensive team of people who have a direct influence and day-to-day impact on the functioning of the new faculty member.
2. The orientation program is viewed as just one facet of an overall professional development plan, spaced over the initial time period most critical to the new faculty member's career transition -- the first year.
3. Four basic goals are offered as worthy of imaginative and focused effort by the planning team and the program leadership.

To develop in new faculty members a knowledge and appreciation of the history, philosophy, and goals of community colleges in general and their institution in particular.

To enable the new faculty member to be a growing, professional teacher who can comprehend the variability of student's intellectual characteristics.

To make new faculty aware of certain nonintellectual factors that, as research on junior college students indicates, can either enhance or negate their performance.

To describe and demonstrate to the new faculty member the full range of his role responsibilities both in and outside of the classroom.

To make the new faculty member and his family as comfortable as possible in their new environment.

Two additional points were also stressed:

Evaluation is perceived as part of a process of further planning and improvement.

Orientation is viewed as a process balanced between the need for local indoctrination and a socialization to the environment of the junior college.

An early study by Tracy (1961) suggests that the use of objectives can be used as a basis for Faculty Development. Tracy completed a study at college level with the main purpose of determining current practices in orientation programs for new faculty members and securing appraisals of these practices from both new faculty members and administrators. The sample included 336 administrators (as well as 101 new faculty members and 49 department heads) who identified and appraised orientation practices at their institutions. Afterward, sixteen colleges in a twelve state area were visited.

The four practices most frequently identified by administrators as being followed at their institutions were:

1. A conference with an administrative officer.
2. A departmental meeting.
3. Issuance of a faculty handbook.
4. A meeting for new faculty members.

Results of the appraisal of orientation programs by the 336 administrators revealed the following:

1. Twenty-nine administrators rated their programs as "rather poorly developed."

2. One hundred and thirty-eight administrators, "somewhat developed."
3. One hundred and thirty-nine administrators, "fairly well developed."
4. Five administrators, "very well developed."
5. Twenty-five administrators did not rate their programs.

Tracy concluded that new faculty members at the sixteen colleges rated the following orientation practices as being most helpful:

1. Meetings with new faculty members.
2. Contacts with experienced teachers.
3. Individual conferences with the department chairman.

Most were interested in knowing their teaching load, department objectives, and course objectives. Tracy further concluded that most faculty wanted such basic data as the objectives of their departments, the goals of the college and problems in meeting them and the types of students enrolled in the college. They concluded that:

1. The two chief aspects of faculty orientation are induction to a subordinate part, usually a department.
2. A faculty committee can greatly assist in planning, carrying out, and evaluating the orientation of new faculty members.
3. A program to familiarize new faculty members with institutional goals and policies often is the initial stage of a program for professional growth.

Fourteen years later, Tracy's study fits in well with the emphasis of the community college on accountability and performance objectives.

Cohen (1971) has proposed a program of staff development which stresses instructional competency and accountability. He views instructional, curriculum, and individual objectives as a means for faculty improvement.

Likewise, Shaefer (1970) presented a paper on faculty development in community colleges in which he presented the Planned Faculty Professionalization Technique (PEPT) as a vehicle for facilitating instructional improvement in the community college. The basic components of PEPT are as follows:

1. Development of institutional objectives.
2. System-wide planning which includes an assessment of the available physical and human facilities.
3. Coordination and balance.
4. Assessment of individual growth objectives for each faculty member.

A critical problem that faces community colleges in the future is that of support, support being defined in terms of both philosophical commitment and concrete funding. O'Banion's Teachers for Tomorrow (1972) stresses the necessity of commitment from state legislatures, departments of education, community college trustees, administrators, and faculty members in achieving a smoothly functioning comprehensive staff development program. Funding must be equal with commitment. It is so serious a problem that Bender (1973) stressed at the AACJC Assembly on Staff Development that commitment and funding is fundamental to the process of Staff Development.

A second major problem facing community college Staff Development Programs in the future is that of retrenchment. The most important study to date is Faculty Development in a Time of Retrenchment (1974). It investigates the need for increased attention to Staff Development due to retrenchment, suggests potential effects of retrenchment on staff development, and provides possible in-service activities and makes key recommendations.

Much more research and study is needed, however, on the effects of retrenchment at the community college level and more depth and detail on actually implementing retrenchment activities in a staff development program.

A third major problem which has surfaced is the effect of collective bargaining on Staff Development. Clearly collective bargaining is quietly becoming a national trend in the community college movement. In Michigan alone all but three community colleges have adapted collective bargaining. It seems only logical that an in-depth investigation of the effects of collective bargaining on staff development needs to be given top priority at the community college level. One of the first articles was written by James H. Nelson, entitled Collective Bargaining: An Instrument for Staff Development. He endorsed a shift from collective bargaining contracts that list activities believed to produce professional development to specific objectives and competencies which can be measured and observed as evidence that such professional growth has indeed occurred. Nelson presents an interesting

view of collective bargaining as a potential instrument to provide a review of existing data on staff development activities (stated in present contracts). However, key strategy recommendations were not offered for implementing competitive based programs in collective bargaining agreements.

Richardson presented an address at the Sixth Annual International Institute on the Community College entitled, The Shape of Governments in the Future.

Summary

1. Even though there has been a significant increase in recent years of the need for staff development, more substantial data is needed on the problems of faculty as they perceive them.
2. Most of the professional literature on staff development has not gone beyond the "need" stage. Several surveys have been conducted that describe some current activities but few strategy recommendations are offered for establishing significant programs. Guidance is lacking on implementation, nor has there been solid commitment to staff development on the part of community college board members, the administration, and the faculty.
3. Motivation of the groups discussed above may be the key to future success.

4. The present influence and potential of collective bargaining on staff development needs to be investigated.
5. Professional literature on staff development programs for meeting the needs and potentials of part-time faculty is largely non-existent. This is a deficiency that represents a critical gap in our knowledge of staff development, and one to which this study is addressed.

Part B

Part-Time Faculty

A review of literature in the area of staff development program for part-time instructors reveals a dearth of research materials. However, several studies were found on recruiting and selecting part-time faculty. In addition, a number of articles have examined the general subject of part-time faculty.

Bushnell (1973) strongly endorses the use of part-time faculty because they are well acquainted with community needs and therefore can serve as potential linking agents between the community and the college. Additional support was offered by Kaplan (1963) for using part-time faculty with valuable and unique practical experience.

Ivey (1960) states that no college program should be without the special training and experience that part-time faculty bring to the classroom.

Ivey lists ten services that a new part-time faculty member should be provided with during the first year:

1. He can be given a light teaching load for the first year and encouraged by the dean to use free time to make maximum preparation for his teaching. His load should not be more than one course each semester if he is working elsewhere full time.
2. He should be permitted to visit classes closely related to those he teaches (other sections of the same course when possible). The dean should select a master teacher or the department chairman for the new instructor to visit.

3. The new instructor's classes should be visited by an experienced, sympathetic teacher. There should be subsequent conferences on improving procedures. When possible this experienced teacher should be the master teacher observed by the new teacher earlier.
4. A series of lecture-discussions of good teaching involving all new instructors under the leadership of one or more persons who are familiar with the current literature on college teaching and who are sensitive to its problems can be a worthwhile part of in-service development. The full-time faculty would probably be interested in participating in this program.
5. The new teacher can be encouraged to make extensive use of the library in connection with his teaching. He may not realize that the librarian can assist him with a particular teaching project. If the library staff is adequate, lists of references and current bibliographies in specific fields can be prepared for the part-time instructor.
6. A general faculty meeting for part-time instructors can be held just prior to the beginning of the semester. If properly planned, this meeting can be a morale builder and can provide an opportunity for faculty members to become better acquainted with other part-time instructors outside of their departments. This meeting can make them feel more a part of the college.
7. If a consultant from outside the college has been brought to the campus for the benefit of the full-time faculty, part-time instructors can be invited to participate in evening sessions.
8. Through bulletins the part-time faculty can be informed concerning new books and periodical articles about college teaching, learning, and classroom experiments. If finances permit, the college might consider subscribing to one professional journal for each four or five part-time faculty members.
9. Part-time instructors can be strongly urged to attend departmental meetings. Among the many benefits here will be the reports made by the full-time faculty members on professional meetings attended.

10. Part-time instructors should be notified concerning the arrival of new films, and previews of these films during evening hours should be arranged for them.

Ivey also supports the use of the faculty handbook for new part-time instructors:

At the beginning of the orientation period, the new teacher should be furnished with a handbook for part-time instructors. Among the many important items which can be included in such a handbook is a statement of the college's philosophy which will acquaint him generally with the institutional goals he is to be concerned with as he teaches. This handbook should contain appropriate references to certain sections of the general information catalog of the college pertaining to regulations and policies. Instructions concerning the purchase of supplies and the relationship of the part-time instructor to various offices of the college are other items to be included.

Kuhns, (1963), in an article on "Part-Time Faculty," supports the use of part-time faculty as a way of bringing the community into the classroom. She contends that part-time faculty bring zeal and practical experience to their assignment, and adds that a staff development program is extremely important for this particular group.

Their part-time evening instructor is the only contact many students have with the college. Thus his familiarity with college philosophy rules and procedures becomes doubly important in order that he may serve in the role of informal counselor on occasion. Accurate knowledge about such matters as graduation requirements, final withdrawal dates, absence rules, etc., is essential. (Kuhns, 1953)

Further support is offered by Bender (1972) in an article entitled, "Adjunct Faculty." He states that employing part-time faculty offers an excellent opportunity for the community college

and the community to share resources. He contends, however, that part-time faculty have been neglected and need a total, on-going program of staff development if they are to be maximally utilized.

Bender recommends three techniques which he believes are useful in orienting part-time faculty:

1. Use of the "buddy system." This entails assigning one or more adjunct faculty members to a full-time staff member. Often suggested for new full-time staff, this technique works equally well with new adjunct faculty.
2. Publication of an Adjunct Faculty Handbook. Although few institutions have done this, a well designed document would relieve anxiety levels.
3. Scheduling of a brief (one-day or less) workshop at the beginning of each term. If this is done, questions should be solicited in advance. Analysis of the questions received can also be used to assist in determining the table of contents for an adjunct faculty handbook.

Finally, Dapper, (1969), in an article, "Part-Time Teachers and How They Work," reported that the primary problem of employing part-time teachers is communications. She added that communication problems can be resolved by juggling faculty and departmental meetings, developing a handbook, and total commitment to orienting part-time faculty. Dapper concluded that the employment of part-time faculty enhances the scope and quality of the educational program and can bring the college closer to the community.

One of the earliest research studies on part-time instructors was conducted by Gowin, (1958). The uniqueness of this experimental study was its focus on theory as a guide to recruiting, selecting, and preparing part-time evening college instructors. Professional knowledge, particularly in philosophy and psychology, was drawn upon

extensively in providing answers to orienting part-time faculty. The basic question addressed in the study was how to improve instruction by selecting current theories in philosophy, psychology, sociology, and pedagogy and applying them to the current problems of part-time college teaching. This study surveyed current practices and policies concerning the part-time instructor. Data was obtained from questionnaires sent to thirty-nine urban universities. Response totaled thirty-six completed forms. The most common sources of part-timers were found to be local business and industry.

The basic theme threaded throughout this study is simply that college teaching is a profession. If, therefore, professions tend to have some fundamental tenants in common, then to prepare a person from one profession (e.g., chemist), for pursuing the profession of college teaching, one must expand and enlarge the areas the two professions have in common. Professions, it is assumed, are marked off by their interest in theoretical concerns. Hence, the preparation of new teachers ought to stress theories:

1. Theories of knowledge and values
2. Theories of learning
3. Theories of group process

With these considerations in mind, an experiment was designed to determine whether a preparation program could modify attitudes and ideas of a selected group of potential part-time college teachers.

Gowin found that there were very few pre-service or in-service orientation programs for part-time faculty. Only twelve of the thirty-nine urban units required any kind of program. The extent of these eighteen was a short conference with the dean concerning administrative details. Gowin concluded that the staff development programs for part-time faculty, if given at all, reviewed institutional techniques and very little, if anytime, was devoted to the fundamental theories of learning or philosophies of education. (Gowin, 1972)

Gowin concludes that there was little evidence that:

1. The part-time teacher was encouraged to utilize or develop his professional competencies.
2. That he was taken into the faculty as a professional equal.
3. Or that he was treated by the university as a valuable professional asset.

The 1960's brought with it an increase in evening college activities and with it a concern for selecting and orienting part-time faculty. Sager (1963) investigated part-time evening college faculty personnel policies and practices in twelve selected colleges and universities in the Middle States Association of Colleges and Secondary Schools accrediting region. He examined six aspects of faculty administration:

1. Selection
2. Orientation
3. Salary administration
4. Promotion or advancement

5. Faculty in-service growth

6. Evaluation of faculty personnel

He also considered operating problems created by inherent weaknesses in the organizational structure due to ambiguous policies, functions, and responsibilities.

Sager's study design included a preliminary inquiry of thirty-eight institutions of higher education "within driving distance" of his home. After receiving favorable replies from most of the institutions, Sager used "an informal selection procedure to pick the twelve participating institutions," adding that "no special measures were taken to insure that the institutions selected would be a representative sample of the country's evening colleges."

Sager reviewed the existing literature and compiled a set of school staff administration principles relating to each of the six personnel areas cited previously. These principles were then to be compared with the actual practices noted.

Sager utilized two data collecting devices: a questionnaire covering the six staffing procedures (selection, orientation, salaries, promotion, professional development, and evaluation) and an information form, which was used to gather information about institutional conditions (history, size and growth trends).

After completing the analysis of his information, Sager concluded that while the recruitment and orientation of part-time evening college faculty were "approached in a rather haphazard and

unsystematic manner" there did not appear to be any major inconsistency when the practices were compared with the "advocated principles." Additional findings relating to the recruitment area indicated that none of the institutions had statements outlining the desired professional and personal qualifications, nor had any of them utilized formal position descriptions prior to the recruitment and appointment of part-time or full-time faculty personnel; that the recruitment of part-time faculty in most of the participating institutions was not a continuous process but began when there was a specific faculty vacancy; that all twelve participating institutions had some written statement of the duties and responsibilities of evening faculty after appointment.

Concerning orientation practices, Sager found that a systematically developed orientation policy was virtually non-existent in the institutions studied, either for full-time or part-time faculty, and that orientation was considered by many of the respondents to be an informal process which does not require the development of an organized policy, either with respect to part-time or full-time faculty personnel.

With regard to the recruitment and selection process, Sager recommended that the qualifications for, and responsibilities of, evening college should develop cooperatively and review periodically the institution's standard application form; that applicants for part-time teaching in the evening college should be required to submit copies of their graduate and undergraduate transcripts;

that more emphasis should be placed on scholarly activity and publications in reviewing applications for part-time appointments in the evening college; that in interviewing evening college faculty candidates, administrators should place primary emphasis on judging character and personality in relation to the teaching of adults.

With respect to the orientation practices for part-time faculty appointments, Sager recommended that written orientation policies should be cooperatively developed by evening college faculty but that the evening dean should have primary responsibility for orientation and should delegate it to his program director and department heads; that special efforts should be made to schedule at least one general evening college faculty meeting a semester; that whenever possible, department meetings should be held where evening college faculty in similar assignments can discuss common problems; that every evening college should have a faculty handbook; and that every evening college faculty member should have access to a statement of course objectives cooperatively developed by his colleagues for each course offered.

Sager's conclusions emphasize the problem of administering academic programs containing a large number of part-time instructional staff included in both day and evening divisions. He concluded that, with respect to the evening division, staffing was characterized by confusion over the respective roles of evening and day officials, by failure to divide and assign authority and

responsibility, by scarce and inadequately written policies, by scattered and expedient practices, by ill-defined procedures and materials, and by a minimum of faculty participation.

One of the first doctoral dissertations on the topic of orientation and staff development for part-time instructors at the community college level was done by Kennedy (1966). The basic design of the study involved a study of twenty-five Illinois and twelve Maryland community colleges. Kennedy reviewed the literature and developed a questionnaire to be distributed to Administrators at these colleges.

Kennedy sought to determine information on:

1. An examination of the existing Illinois and Maryland state and local district policies pertinent to recruitment of part-time instructional staff at the community colleges in the two states.
2. An identification of the nature and scope of the orientation process for part-time faculty.
3. An examination of these recruitment and orientation practices as they relate to selected principles of staff personnel administration in public schools.

There was no attempt to contact personally any of the part-time instructors. Personal interviews were conducted with the chief administrative officer and for his designated representative. The information compiled on individual part-time instructors was integrated into the information developed during the personal interview with the administrator.

Kennedy's study did not address the concerns, problems, or recommendations of part-time faculty. However, it is significant

in that it examines the actual practices of recruitment and orientation and sought to determine whether these practices were in accordance with the stated policies of these community colleges.

Kennedy concluded that all administrators contacted during this study stated that while specific procedural requirements existed for the orientation of full-time teachers such procedural requirements were not followed with respect to the part-time faculty. There was no specific orientation policy at any of these institutions which dealt directly with the needs of the part-time instructors.

Further conclusions were as follows:

1. Formal local recruitment and orientation policies to cover part-time instructional staff members have not been developed in the majority of participating institutions. The administrators did not believe a precise need for such policies existed. In this regard, the temporary nature of the part-time instructor's association with the institution reduced the need and/or urgency to develop such policies. Also, they indicated that preoccupation with other administrative matters placed the recruitment and orientation of part-time instructional staff in a position of minimal importance.
2. Personal contacts, recommendations received from other staff members, and unsolicited applications have resulted in a surplus of applicants for part-time appointments.
3. A variety of part-time instructional staff recruitment sources are available to institutions possessing distinct geographical location and diverse local resources. The recruitment of part-time instructors has been facilitated in large metropolitan areas because of the concentration there of commerce and industry. In addition, several administrators (particularly in Maryland) have been aided

in their recruitment programs because large installations of the federal government are located in or near their communities.

4. The major requirement for appointment to the part-time faculty was subject-matter competency (recognized by possession of a master's degree or beyond). While this provision received major prominence in the statements of the participating administrators, they exhibited a willingness -- under certain circumstances -- to accept qualifications less than those required for full-time appointment. The emergency nature of such appointments, arising principally from unexpectedly heavy enrollments, restricted flexibility of choice.
5. The typical part-time instructor conducted one course and carried a three credit hour teaching load per semester. This situation developed, for the most part, when student registrations created class sections in excess of those which could be conducted by the full-time staff.
6. The orientation of part-time instructional staff has received minor consideration from community junior college administrators. This development has been fostered by the nature of the part-time teacher's role:
 1. He is frequently appointed to fill a temporary or emergency position not expected to extend beyond the current semester.
 2. He is usually an experienced teacher who needs only a brief recapitulation of organizational procedures.
 3. He is considered so removed from the mainstream of institutional activity that it is erroneous to think of his employment role as similar to that of the full-time instructor.

Heinberg, (1966), conducted a study for his doctoral dissertation to determine the procedures for the supervision and evaluation of new part-time instructors in California community colleges. He developed a questionnaire which consisted of two major areas:

1. General identification data concerning the respondent colleges designed to provide information on the authority and responsibilities of the persons directing the administration, supervision, and evaluation of evening-division programs of the California community colleges. The questionnaire also attempted to ascertain the educational background of these administrators.
2. The actual supervision and evaluation practices used in directing the work of beginning part-time evening-division instructors.

The following conclusions were derived from the findings of Heinberg's study:

1. The majority of California community colleges are conducting programs of supervision for their part-time instructors that are inadequate and poorly organized.
2. There is evidence that a great majority of the colleges are not providing an adequate in-service program for new and part-time instructors.
3. Evaluation of instruction and of instructors is not well planned in a majority of the colleges.

Summary

1. A review of the professional literature contains many articles on the value of part-time faculty but very little material specifically to the part-time community college instructor and his unique problems.
2. Completed research studies have been limited primarily to a description of present orientation and recruiting activities.
3. Furthermore, the data was essentially drawn from the opinions of administrators. The researcher found no study which addressed the concerns of part-time faculty as he perceived them.
4. Most studies were surveys, therefore, although recommendations were often made, no model, strategies, or implementation details of the process was offered.
5. It was indicated by several authors that the goal of a staff development program for part-time faculty is to change teacher behavior and attitudes. It was further noted that a program is not effective without this change. However, few studies actually addressed the area of attitude change or the change process.

REVIEW OF RELATED LITERATURE

Part C: HUMANISTIC MODELS FOR PLANNED CHANGE: AN OVERVIEW OF MAJOR SCHOOLS OF THOUGHT

Introduction

The purpose of this section of the literature review is to present a framework for analyzing the process of planned change. The formulation of strategies for a staff development program for part-time instructors requires an intentional process of moving away from the status quo. This is a complex and intricate task which requires an intentional, sophisticated investigation into the process of planned change. A significant degree of understanding and insight into how change is accomplished is necessary for any successful attempt to change attitudes, values, beliefs, and behaviors of people, institutions, and systems. Consequently, in order to develop a clear conception of the change process and of the roles which change agents play in that process, the nature of human behavior must be investigated. In implementing an innovation, the change agent must consider the importance of role perception, interpersonal dynamics, attitudes and motivational forces. An understanding of conflict and inconsequence can lead to a restructuring of roles within the institution and restore the equilibrium so vital to produce growth. In order to be effective, a staff development program must have the participation of the target group and client systems for which the change is anticipated.

The major concept of Getzel's theory of administration is that observed behavior is a result of interaction between the personality of the individual and the quality of the institutional climate. (See figure I). It is Getzel's contention that the needs of a social system

create institutions which incorporate certain roles and expectations. The institutions, in turn, interact with individuals whose personality and needs cause certain observed behavior. Thus, this behavior is the product of interaction between the role which the institution assigns and the degree of congruence between that role and the needs of the individual.

Clearly, a balance equilibrium is required between the felt needs of the individual and the needs of the institution. (Getzel, 1958) If this balance is to be achieved, the change agent needs to be aware of the felt needs of the target groups (part-time faculty) and the observed needs of the other client systems (full-time faculty, division chairmen, and administrators). Humanistic management of change requires an understanding of human needs and behavior.

Indeed, a human organization is one that perceives a person as a human being rather than an object. Thus, they are encouraged to participate in the planning and management of the system.

W. Bennis, an expert in organizational development points to three current changes in management philosophy:

1. A new concept of man based upon increased knowledge of his complex and shifting needs, which replaces the concept of man as oversimplified, innocent, and mechanical.
2. A new concept of power, based on collaboration and reason, which replaces a model of power based on coercion and threat.
3. A new concept of organizational values, based on humanistic democratic ideals, which replaces the depersonalized, mechanistic value system of bureaucracy. (Bennis 1972)

Participative management makes it possible for people to identify with the objectives of a program because they are their own personal

objectives. Thereby, a sense of ownership occurs which serves as a bond to unite the scientific dimension with the human dimension of management.

Participative management began with the writings of humanistic psychologists. The works of Maslow (1954) and Herzberg (1960) serve as a base to the participative management style.

Maslow's theory of motivation described a hierarchy of basic needs. He viewed the individual's psychological growth as ranging from the low-order physiological and security needs to the high order needs of self-esteem and self-actualization. Man is thus seen as being self-motivated to satisfy his needs.

Man's needs differ, collectively or individually, at any particular time. Nevertheless, certain levels of needs have been determined as common to man's life experiences. At the fundamental level of man's existence one finds the psychological needs. At the next level are the safety needs. Maslow theorized that needs which are satisfied no longer act as motivators of behavior; rather man moves to a higher level of unsatisfied needs. Maslow contends that satisfaction of the self-esteem needs leads to feelings of self confidence, worth, strength, capability, and adequacy of being useful and necessary in the world. However, thwarting of these needs produces feelings of inferiority, inadequacy and frustration. Maslow indicates that there must be at least partial fulfillment of the basic needs before the individual can pursue higher needs. On this basis, salaries, bargaining rights, and job security need to be attended to before a system professional renewal is realistic. Thus, it is imperative that we integrate individual needs and organizational needs.

Herzberg developed his motivation theory upon a sophisticated study of work motivation. Herzberg found two levels of needs which he labeled hygienic and motivation. He contended that the hygienic needs were environmental (salary, working conditions) and that the motivational needs (achievement, recognition) were founded upon psychological growth opportunities. Herzberg contended that the higher needs cannot be satisfied by satisfying the lower needs. The factors involved in job satisfaction and dissatisfaction are not one in the same.

Thus, we can see the close relationship of Maslow's and Herzberg's theories. Herzberg's dissatisfiers are directly aligned to Maslow's lower needs, and Herzberg's satisfiers can be directly related to the upper levels of Maslow's hierarchy.

MODELS OF ADMINISTRATION AS A SOCIAL PROCESS

Getzels and Guba

Basic Model

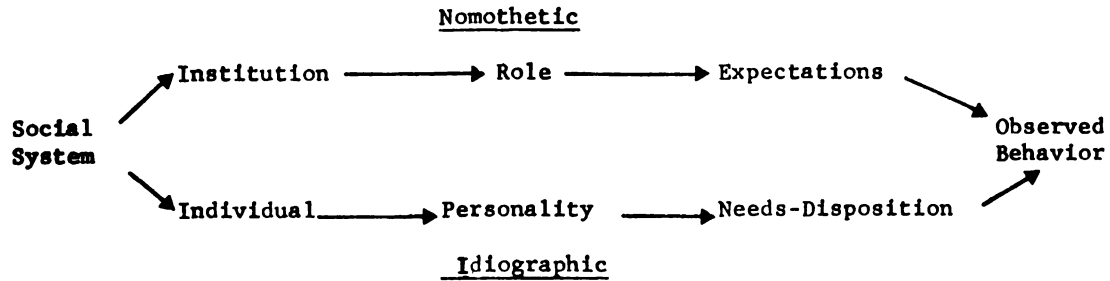


Figure I

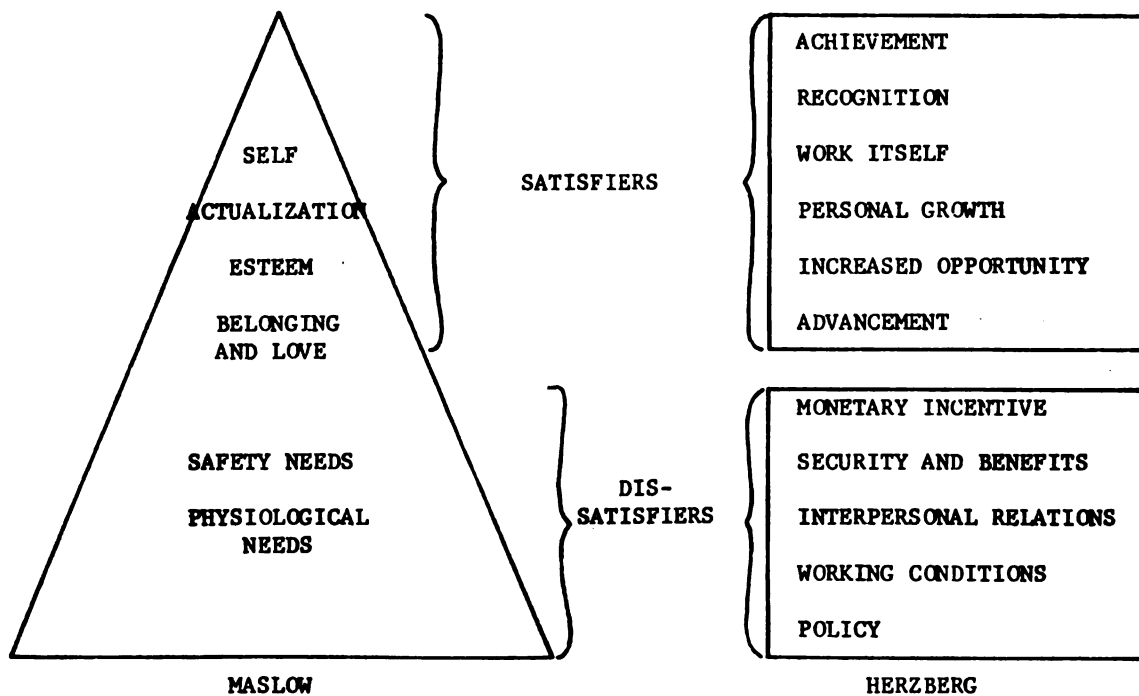


Figure II

McGregor also presented a hierarchy of needs as it relates to the achievement of organizational objectives through human behavior.

McGregor presents two assumptions of human behavior. Theory X views human natures from the lower need levels and requires that individuals adapt themselves to the organization.

The assumptions of Theory X are as follows:

1. The individual works primarily to satisfy his material needs.
2. The individual needs to be told what to do and how to do it.
3. There needs to be close supervision to ensure that instructions are carried out.
4. Evaluation is the responsibility of the supervisor who uses the offering or withholding of rewards to promote efficiency.
5. The individual will perform at the minimum level at which he can get by and will seek to reduce the minimum level required wherever possible; thus there is constant tension between administration which is production-oriented and the individual who seeks to protect himself from the demands imposed.

Theory Y focuses on fulfilling the higher needs of man and utilizing these human needs as motivators of behavior. Theory Y encourages the organization to consider the needs of the individual. The basic assumption of Theory Y can be summarized as follows:

1. The individual works to achieve a sense of self-worth and fulfillment, as well as to satisfy material requirements. Where material requirements are reasonably satisfied, they become secondary considerations as a motivation for behavior.
2. To achieve satisfaction of nonmaterial needs, the individual must be involved in the definition of what is to be done and how it is to be done.
3. The individual needs to be self-directing. Once an agreement has been reached on a specific objective, responsibility for achieving that objective passes to the individual who has agreed to the assignment.

4. Evaluation is the responsibility of the individual who established performance targets and methods of assessing the degree to which these targets are achieved.
5. The individual will seek to do the best job possible under the circumstances and can be expected to establish his own standards for productivity and quality. The relationship between the administration and the individual is creative and cooperative with both concerned about achieving maximum effectiveness within the contest of healthy human relationships.

The acceptance of Theory Y encourages flexibility, freedom, and acceptance. (McGregor, 1960)

If we accept Maslow's hierarchy of needs, Herzberg's concept of satisfiers and dissatisfiers, McGregor's Theory X and Y, we have a foundation for participative and humanistic management. A climate of openness and mutual trust must prevail if the individual's needs are to be blended and balanced with the organization's goals. These concepts have significant value in formulating strategies for a staff development program for part-time faculty. Indeed, building a strong relationship is the first place to begin in the change process. Ronald G. Havelock developed a six-stage model of the change process which begins with knowing and understanding your client system. In 1971 Havelock published a study on planned change which focused on the processes of change, innovation, and knowledge utilization.

This new field of social science emerged in the 1960's and dealt with the transfer and utilization of knowledge. This field of knowledge grew out of two social forces. The first of them is the Knowledge Explosion. There has been a significant increase in the output of scientific data. This increase has called for a new system to understand and improve the process of dissimination and utilization of new knowledge.

The second force is the growing expectation that scientific knowledge should be made useful for practical application. Yet little was known as to how innovation is accepted and how knowledge is most readily communicated and utilized. This relatively simple concept of the change process led to further elaboration of guidelines for transferring complex knowledge from resource groups to user groups.

The planning of innovation on a concrete level could be enhanced by providing practitioners in the field a firm grounding in the theoretical frameworks which underly various orientations toward facilitating change.

The research which Havelock reviewed on the stages of planned change included primarily three distinct ways of viewing the planned change process:

1. The Research, Development and Diffusion Perspective
2. The Social Interaction Perspective
3. The Problem Solver Perspective

The Research, Development and Diffusion Perspective

The Research, Development, and Diffusion model is illustrated in Figure IV. This model is concerned with the design, the development, the packaging, and the evaluation of information. The focus generally remains on the efforts of the sender as the innovation is diffusing through the target group. The Research, Development and Diffusion model is the most systematic conceptual categorization of processes in educational innovation.

This orientation is guided by five assumptions. First, it assumes that there should be a rational sequence in the evaluation and application of an innovation. The step stresses that research, development, and packaging should take place before mass dissemination. Second, it assumes that large-scale, long-range planning take place. Third, it assumes that there has to be a division and coordination of labor. Fourth, it assumes that the procedure will sell itself to the client if it is offered to him in the right place at the right time and in the right form. Fifth, and finally, the proponents of this viewpoint assume that there will be a high initial cost prior to any dissemination because of the long-term benefits in efficiency and the quality of the innovation.

The following propositions may be derived from the Research, Development, and Diffusion Perspective (Havelock, 1971):

1. Successful innovation usually requires formal planning, short-term and long-term.
2. Innovation is made more effective if there is a rational division of labor to carry out the necessary functions of diagnosis, information retrieval, research, development, and application.
3. Effective utilization of complex innovations must be preceded by coherently coordinated research, development, and evaluation.

The primary emphasis of the Research, Development and Diffusion model is on the efforts of the sender for development, evaluation, and packaging of information for the practitioners. It is assumed that a well-designed procedure will sell itself to potential users. The weakness of this model is that it ignores the needs, fears, and attitudes of the target group.

**FIGURE III: Stages Typically Included
in Models of Dissemination
and Utilization of Knowledge**

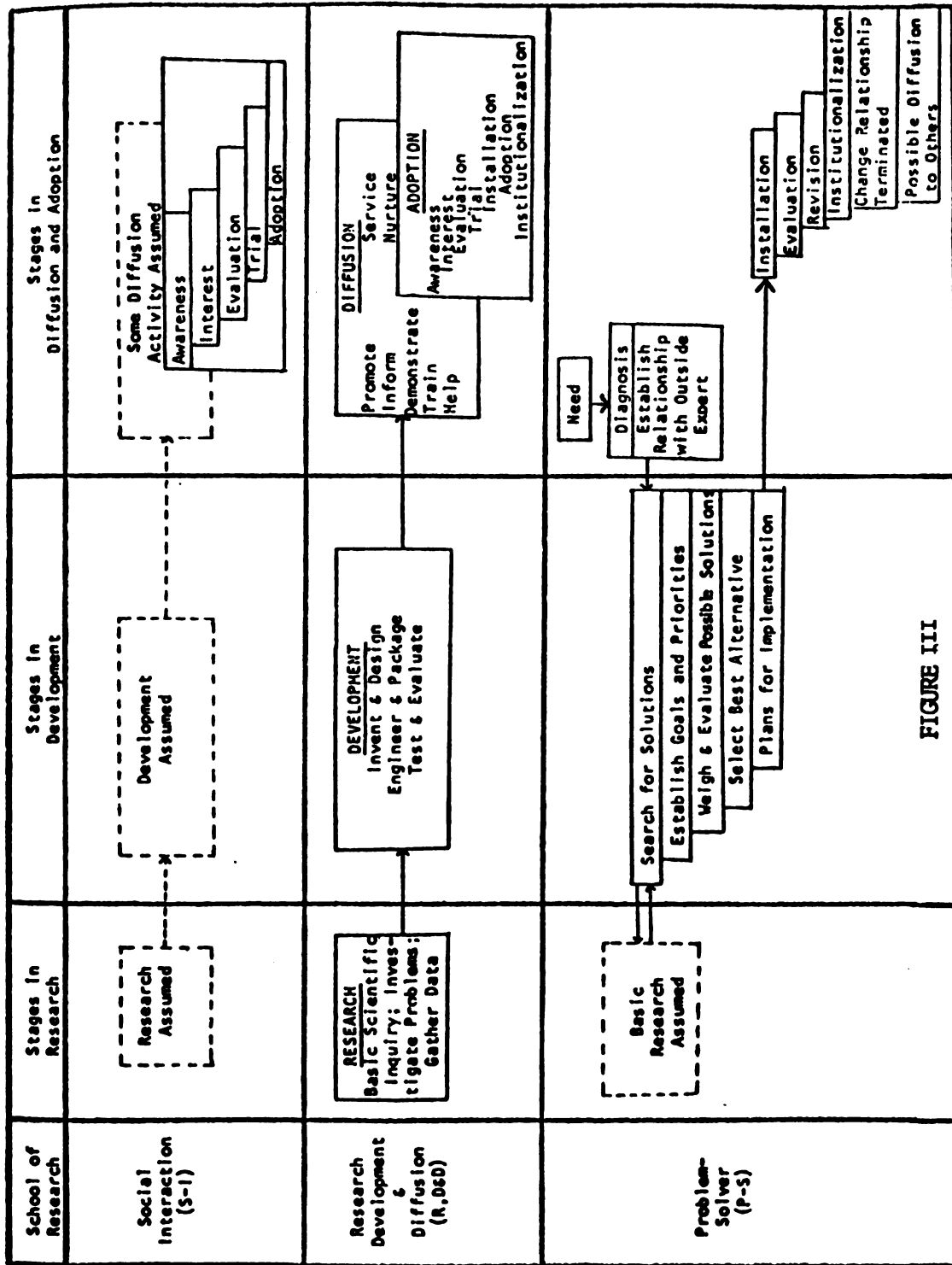
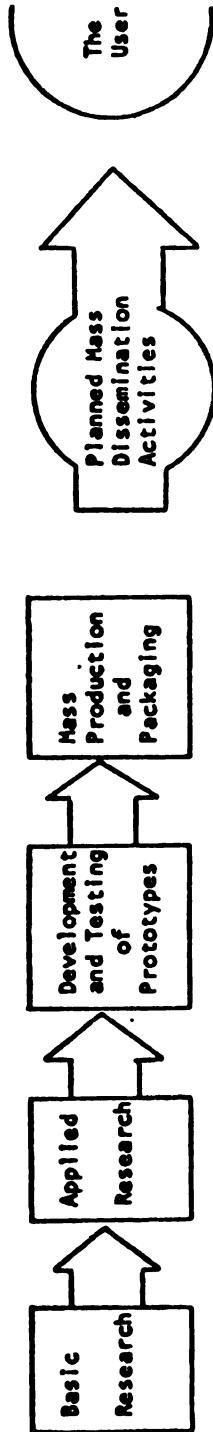


FIGURE III

**FIGURE IV: Research, Development and
Diffusion Change Models**

Reprinted from Havelock, 1971,
op. cit., p. 10-40.



Major Points Stressed:

Rational Process
Planning Necessary
Division of Labor
High investment pays off in quality, quantity, long
term benefit, and capacity to reach mass audience.

Spokesmen: Henry M. Brickell, David Clark, Egon Guba

Prototypes: Industrial R&D, U.S. Agricultural Research and Extension System

Change as a Process of Social Interaction

The Social Interaction model is based largely on the process by which an innovation is adopted, either by a group or by an individual, once the innovation has already become available to potential adopters.

Theorists of this school draw heavily on the works of Kurt Levin, Ronald Lippitt, and other leaders in group dynamics.

The major components of the Social Interaction model are represented in Figure V .

The basis of this position is that by identifying opinion leaders and their effect upon groups, information and change can be predicted.

Five assumptions can be identified about this perceptive.

First, the individual user belongs to a network of social relationships which largely influences his attitudes and behavior. Second, the user's place in the social network is a good predictor of adoption. Third, informal person-to-person contact is an important factor in effective dissemination. Fourth, group membership and reference group identification are major predictors of individual adaption. Fifth, the rate of diffusion through a social system follows an S-curve pattern (starting slowly, followed by rapid diffusion, followed by a late-adappter period).

The following propositions may be derived from the S-1 Perspective.

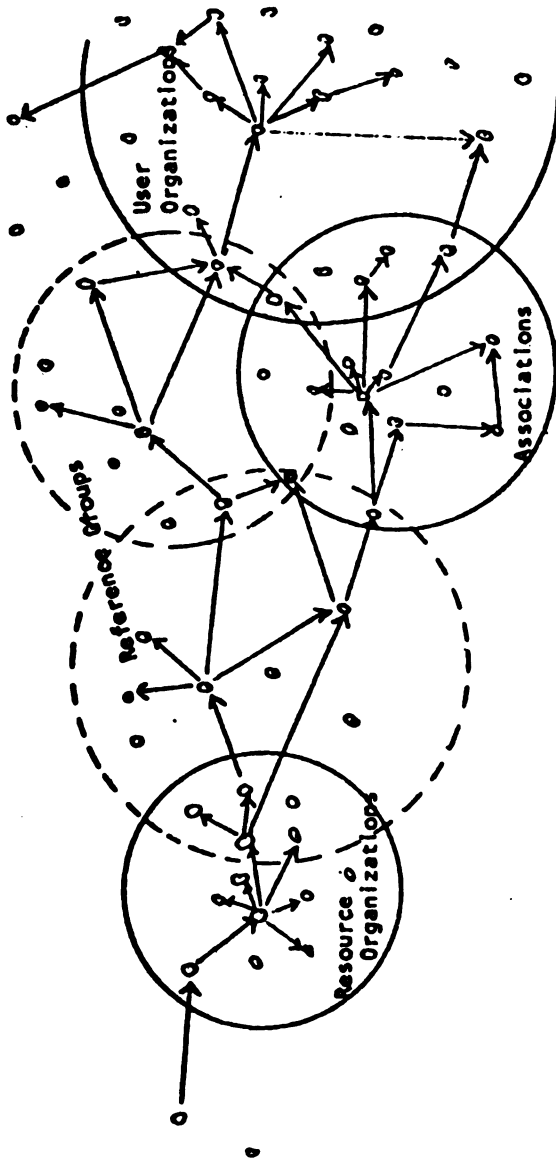
1. Effective dissemination and utilization are facilitated by informal opinion leaders, particularly when these opinion leaders are innovative in orientation and have considerable influence over a large number of colleagues.
2. The adoption of new ideas and practices is strongly influenced by the perceived norms of the user's professional reference group. If the new behavior is seen as desirable or representative of the best practice 'in my profession,' it is more likely to be adopted.

3. Informal person-to-person contact is an important factor in effective dissemination, particularly when the user is at the trial stage.
4. Individual adoption behavior follows a sequence which includes the steps of initial awareness, interest, evaluation, and trial.
5. Users who have close proximity to resources are more likely to use them.

In summary, advocates of this position suggest that by identifying opinion leaders their influence on other members can be predicted. Once the innovation is adapted by a few key members, the innovation appears to spread automatically to other members through a process of social interaction. The weakness of this model is with the focus on the user needs and its lack of attention to the initial input of information and developmental stages.

FIGURE V: The Social Interaction Model

Reprinted from Havelock, 1971
op. cit., p. 10-40



Major Points Stressed:

Personal Relationships
Group Memberships and Identifications
Social Structure - Power and Influence Structures
Proximity, Cosmopolitaness
Opinion Leadership Structure

Spokesmen:

Everett Rogers, James Coleman, Elihu Katz, Herbert Menzel, Richard Carlson,
Paul Mort

Prototypes: Diffusion of innovations in farm practitioners, spread of new drugs among physicians.

Key: •• Individuals in the
 •• social system.
→ Flow of new knowledge.
) Formal organizational
) structures
) Informal structures.

Change as a Problem-Solving Process

The Problem-Solver focuses on the efforts of a receiver in solving his own particular problems. The change sequence is initiated when the receiver (an individual or a group) becomes aware of a need or deficit or when he desires an improvement in his present situation. Thus, the perceived needs of the target group are of paramount importance. The felt needs are sensed and articulated by the client system, which is translated into a problem statement with diagnosis. Figure VII illustrates this relationship.

When a problem statement has been formulated, the client-user can conduct a search and retrieval of information which can be used in selecting an innovation. (Figure VII)

Five points are primary to this orientation.

First, the target group's needs are of paramount consideration and the only acceptable value-stance for the change agent. Second, the diagnosis of need must be an integral part of the total process. Third, the effect of the change is now likely to be longer lasting and stronger if initiated by the user. Fourth, the internal resources within the target group should be fully utilized. Fifth, the outside change agent should be non-directive. His role should be consultative and collaborative. The focus is on the user and what he does to solve his problem.

The Problem-Solving approach is pioneered in the early work of Kurt Lewin. Lewin analysed and suggested the process of change in individual and group performances and suggested three aspects of successful change: unfreezing the present level, moving to the new level, and freezing group life on the new level. (Havelock, 1972)

Lippitt, Watson, and Westley expanded Lewin's three dimensions into five general phases of the change process:

1. Development of a need for change ("unfreezing")
2. Establishment of a change relationship
3. Working toward change ("moving")
4. Generalization and stabilization of change ("freezing")
5. Achieving a terminal relationship

The Problem-Solving Model was utilized a great deal in formulating Strategies and Activities for the staff development program for part-time faculty. Central to this study is the belief that the needs of the target group are of paramount importance. This viewpoint is very consonant with the humanistic writings of Lippitt (1967), Miles and Like (1967). Those authors stress collaboration with the client systems and the diagnosis of the target group's needs as the two essential ingredients of the change process. The Problem-Solving Model follows the psychological theory of need reduction. Figure VI illustrates the five stages involved in the need reduction cycle.

For the purpose of the study, the need-reduction cycle appears to be a necessary starting model point.

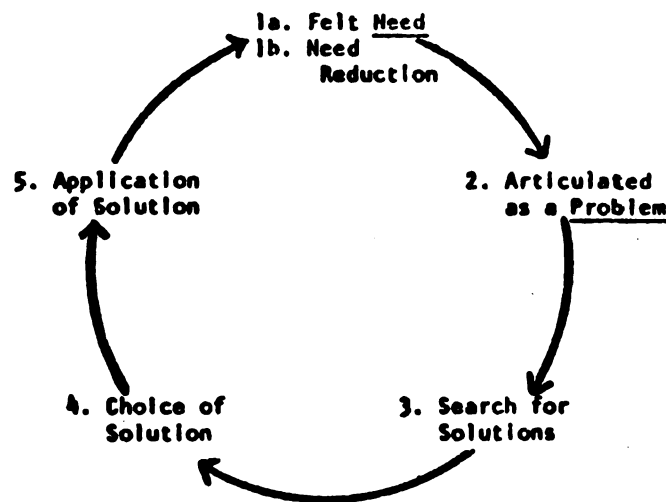
In summary, the Problem-Solving is the most rational approach to the process of change. It focuses on the systems-analytic procedures for dissemination and utilization of information. Advocates of this approach stress the paramount importance of user needs. It describes a developmental procedure for the practitioner to follow in diagnosing the

problem, searching for alternatives, evaluating alternatives, and finally implementing the most appropriate strategy for change. The weakness of this model is that it puts excessive pressure on the user to follow through the problem-solving stages in a step-by-step procedure. There needs to be more attention given to the climate of the target group or the "human relations" problems which may surface in utilizing an impersonal, systematic approach. Furthermore, it does not give adequate attention to outside client systems, resource groups, and existing information.

FIGURE VI: The Need Reduction Cycle

Reprinted from Havelock, 1971,
op. cit., p. 2-41.

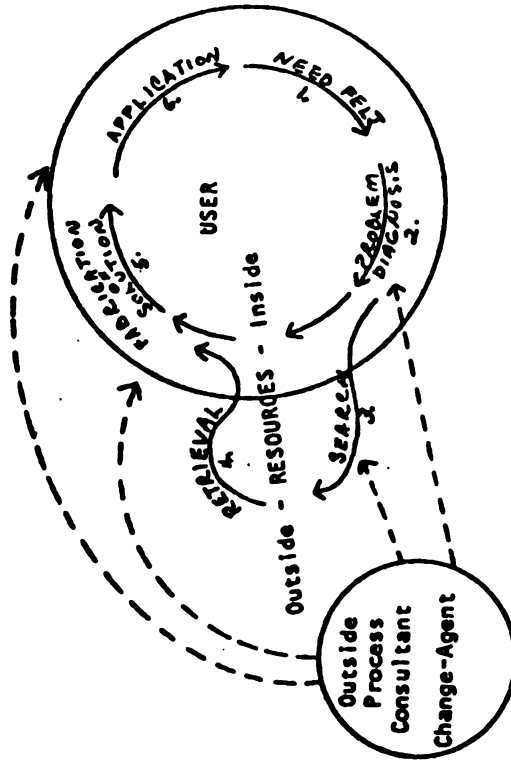
Successive stages in this model generally follow the psychological theory of need reduction through problem-solving similar to the one posed earlier in this chapter in discussions of the D&U process inside the individual person. The process can be depicted as a cycle composed of five stages as in Figure 6 beginning with "1a" and concluding with "1b". The fifth stage (application of a solution) leads to a reduction of the original need "1b" if the solution is right. If it is not right then presumably stage "1a" is reinitiated and the cycle is repeated until a solution which is truly need-reducing is discovered.



The model is a general one and could apply to a process inside a single person, or inside a group, an organization, a community, or society as a whole. As viewed by this model, the problem solvers may also be outside specialists ("change agents", "resource persons", etc.) but they will act in a two-way reciprocal and collaborative manner if they are to be effective.

FIGURE VII: Problem-Solver Change Models

Reprinted from Havelock, 1971,
op. cit., p. 10-56.



Major Points Stressed:

The User's Need is the Paramount Consideration
 Diagnosis is Part of the Process
 The Outsider is a Catalyst Consultant or Collaborator but the User must find the Solution Himself or See it as His Own
 Internal Resources should be fully Utilized
 Self-Initiated Change has the Firmest Motivational Basis and the Best Prospects for Long-Term Maintenance

Spokesmen: Goodwin Watson, Ronald Lippitt, Herbert Thelen, Matthew Miles, Charles Jung

Prototypes: Organizational self-renewal, mental health consultation.

Ronald Havelock reviewed and synthesized more than 4,000 studies in the dissemination and utilization of knowledge areas. His purpose was to determine how this research might contribute to the understanding and facilitating of the change process.

The most important factors of the three change models (Research and Development, Social Interaction, and Problem-Solving) were then synthesized into what Havelock has termed the "linkage model." It, too, focuses on the user as a problem solver. It begins with the user recognizing a felt need which motivates him to diagnose and define the problem. Alternative solutions are identified and evaluated through a systematic search process. During this stage the problem solver links up with outside resource groups in order that more alternatives and approaches will be discovered. In effect, the resource group simulates the need-reduction cycle of the user. Thus, linkage is not a simple, two-person interaction process. The resource person must have linkage with more expert resources and draw upon other specialists. There is a growing consensus among leaders in the planned change field that a human-relations approach to decision making must be merged before a functional change model can evolve.

Such an approach was proposed by William D. Hitt at the AACJC convention in Texas in 1972. He advocates that a rationally planned problem-solving process will not succeed without a consideration of the feelings, motives, and values of the target group. He supports a humanistic management philosophy as the basic dimension to unit participation management with problem solving. (Hitt, 1972) The present

study supports Hitt's thesis and thus supports active participation of the target group in the process of change. To the extent that the target group is involved in the change process, a systematic strategy for change is more likely to succeed.

Linkage is not simply a two person interaction. The resource person, in turn, must have access to distant and expert resources, as indicated at the left hand side of Figure VIII. The resource person must be able to call on specialists to assist in the effort to help the client. Therefore, a method must be established to facilitate the communication of the resource person's need for knowledge thus recreating the initial problem-solving cycle.

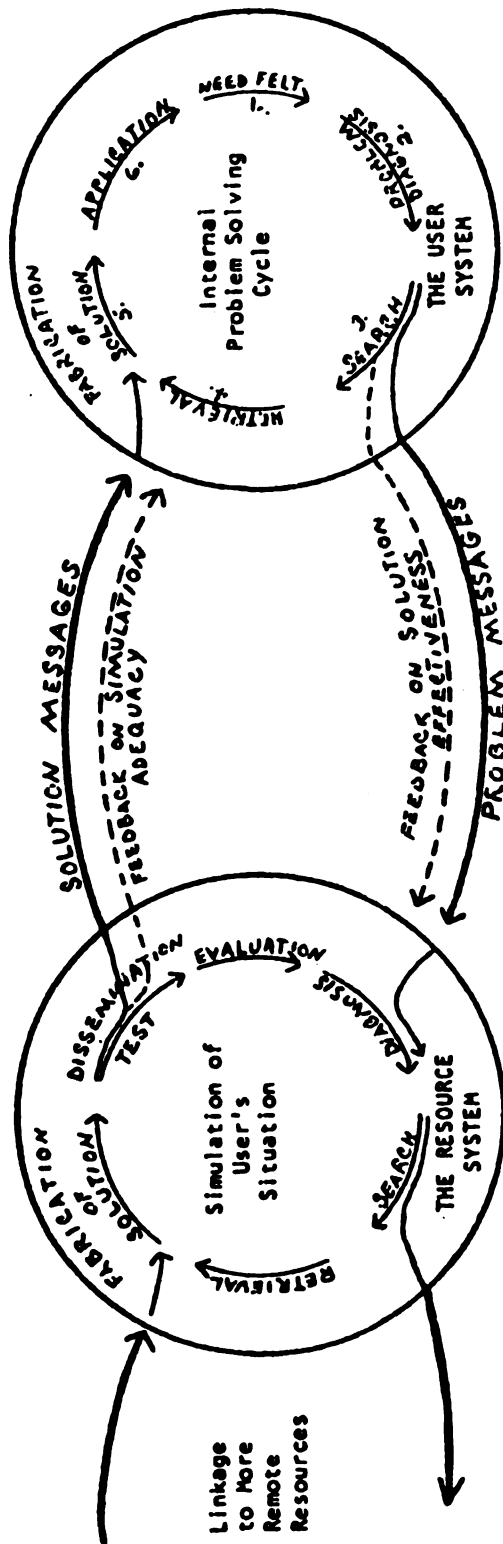
It is possible to identify and differentiate within our total society a variety of knowledge-building, knowledge-disseminating, and knowledge-consuming subsystems, each with its own distinctive protective skin of values, beliefs, special language, and normative behaviors. . . the prime task of knowledge utilization is to bring these great subsystems into effective linkage with each other; the kind of reciprocal simulation-and-feedback relationship which we have described above needs to be established at the interface between systems. As noted by Loomis, linkage between systems is the essential process in any effort at establishing effective communication.

Havelock has symbolically described the relationship among the three models to illustrate the total process of change. (See Figure VIII) This approach appears to be based on a more rational attempt to facilitate dissemination and utilization of information as it focuses on a systems analytic design. It then describes a step-by-step process for diagnosing the problem, searching for alternatives, evaluating the selected activities and finally implementing the most appropriate strategy for change. Thus, this model puts a great deal of emphasis

on the change-agent to thoroughly consider and carry through each of the problem-solving steps as designated. The linkage model stresses that the user must be meaningfully related to outside resources.

FIGURE VIII: The Linkage Process

Reprinted from Havelock, 1971,
op. cit., p. 11-16.



From the Linkage Perspective:

1. Resource system must recapitulate or adequately simulate the user's problem-solving process.
2. The user must be able to understand (and simulate) the research, development, and evaluation processes employed by the resource system in the fabrication of solutions.
3. Resource and user must provide reciprocal feedback.
4. Successful linkage experiences build channels for efficient dissemination.

Several propositions may be derived from the Linkage View of Change.

1. To be truly helpful and useful, resource persons must be able to simulate (understand) user's problem-solving processes.
2. To derive help from resource persons (and resource systems) the user must be able to simulate resource system processes, e.g., to appreciate research knowledge, he must understand how research knowledge is generated and validated.
3. Effective utilization requires reciprocal feedback.
4. Resource systems need to develop reciprocal and collaborative relationships not only with a variety of potential users but also with a large diverse group of other resource systems.
5. Users need to develop reciprocal and collaborative relations with a variety of resource systems (cosmopoliteness -- "the degree to which an individual's orientations is external to a particular social system--").
6. A willingness to listen to new ideas (openness is an important prerequisite to change.) This applies both to resource persons and to users.

"The linkage model seems to emphasize factors that must be considered within and among the research component, the communication network, and the user. It does not seem to attend to other aspects of those components."

The following statement characterizes the nature of the Linkage Model.

The user must make contact with the outside resource system and interact with it so he will get back something relevant to help him with the solution process. The user must enter into a reciprocal relationship with the resource system; this means that something must be going on inside the resource system that corresponds to what is happening in the user. In effect, resource systems and resource persons must simulate or recapitulate the need-reduction cycle of the user: they should be able to (1) simulate the user's need; (2) simulate the search activity that the user has gone through; and (3)

simulate the solution-application procedure that the user has gone through or will go through. It is only in this way that the resource person can have a meaningful exchange with the user.

The linkage model most closely resembles the process utilized in this study.

Six assumptions are basic to this perceptive.

First, in order to be helpful, the resource persons must be able to identify with the target group needs and simulate the user's problem-solving processes.

Second, the user must be able to simulate resource system processes and to derive help from resource persons and systems.

Third, reciprocal feedback is necessary in order for this process to be effective.

Fourth, resource systems must utilize reciprocal and collaborative relationships.

Fifth, the target group needs to develop reciprocal and collaborative relations with a number of resource systems.

Sixth, both resource persons and users must be willing to listen to new ideas. Openness is an important prerequisite to change.

Summary

It is apparent that role expectations, because they are institutionalized, will change more slowly than the society which shapes the personalities and need dispositions of those who fill the roles (Richardson, 1972). Cross (1968) concludes that the major function of the community college lies in serving the nontraditional students. This requires a faculty who is responsive and clearly understands their role in providing educational services to a diverse clientele. We have reached a critical point in the community college where role expectations are absolute in terms of student and faculty needs. The basis of our problem as interpreted by Getzels (1958) is an outmoded view of human behavior which has led to the "new student" and the part-time faculty to define their roles in such a way as to exclude them from attaining their higher-level needs. They have a need for status, recognition, appreciation and the respect of their colleagues. The change agent must consider the basic need for self-fulfillment in establishing a staff development program for part-time faculty. Disparity clearly exist between the characteristics of the role currently perceived by part-time faculty and the changes necessary to bring them into congruence with personality and need dispositions (Argyris, 1964).

Any program designed to produce change must be based primarily on the felt needs of that target group. These felt needs must then be balanced with observed needs of other client systems.

Consequently, this orientation emphasized the need of the felt group, the communication network and the user.

The Change Model which proved most useful in this study was Havelock's Linkage Model. This model puts significant emphasis on the change-agent to thoroughly carry through each step of the problem-solving sequence.

The concept of linkage begins a focus on the user as problem-solver. The role of the change-agent in this study was mainly consultative process helper. The author was an internal change-agent, but also functioned as a linkage change-agent.

Chapter III

METHODOLOGY AND PROCEDURES

Overview

The purpose of this study was twofold: first, to explore the content of the problems of part-time faculty in a community college setting, and second, to describe the developmental processes involved in the planning and implementation of a staff development program for part-time faculty.

The basic design of the study involved three phases of data acquisition and analysis. First, a knowledge base of the nature and content of the problems of part-time faculty and staff development programs was established. A review of the literature, on-site visits, interviews with those responsible for training programs and interviews with members of the client system were the methods used in establishing this knowledge base. Secondly, a client system survey was conducted to determine the content of the problems and concerns of part-time faculty at Delta College.

The fifty-item preliminary questionnaire was reviewed by a modified nominal group process of client system participants. On the basis of the responses of this group, the questionnaire was revised to include twelve items on the nature of problems of part-time faculty, and the preferred delivery system and the preferred time frame for a staff development program for part-time faculty. This fourteen-item questionnaire was pilot tested to check wording by a spontaneous group process consisting of part-time faculty. Following the return of the questionnaire, personal interviews were conducted with the client system to probe deeper into the responses.

From the returned questionnaire, personal interviews with part-time faculty and division chairmen, full-time faculty and administrators, input from resource groups, and on-site visits to training programs in higher education and industry, the content for a staff development program for part-time faculty was established. The third phase of data acquisition and analysis involved establishing a process for field testing the strategies. This process utilized Havelock's Six Stage Model of the Change Process and the strategies were field tested at Delta College

Development of the Knowledge Base

Utilizing the stages of planned change delineated in Havelock's Six Stage Model cited in Figure 9, the change agent began to gather information regarding the content and process required in formulation strategies for a staff development for part-time faculty. A review of the literature indicated:

1. Problems and concerns of part-time faculty and new full-time faculty.
2. Techniques of questionnaire construction.
3. Staff development programs.

Interviews with the client system (part-time faculty, full-time faculty, division chairmen and administrators) were also conducted to gather information.

Client System Survey

The client system was surveyed to gain additional information as to the content required for a staff development program for part-time faculty. The methods utilized were a questionnaire, resource groups, and personal interviews. A knowledge base was also established for

the process necessary for staff development programs for part-time faculty. Several models of the change process were reviewed. Havelock's Six Stage Model of the Change Process was chosen as a guide for its value in program planning.

Development of the Questionnaire

The questionnaire was developed from the information compiled in the knowledge base of data acquisition. In addition, techniques of questionnaire construction and a review of several questionnaires (Sierhr, 1963; McCall, 1967; and Eaton, 1964) concerning problems of new faculty members were also reviewed. This preliminary questionnaire contained fifty items relating to the problems of part-time faculty.

Modified Nominal Group Process

This preliminary questionnaire was submitted for review to a resource group consisting of a sample of the client system (seven part-time faculty, one full-time faculty, one division chairman and one administrator). The method used for the purpose of problem identification was a modified nominal group process developed by Van De Ven and Delbecq (1974). The nine individuals seated around a large table were asked not to talk to each other but respond independently to the seventy-two questions on the questionnaire. This questionnaire had been given to this resource group earlier, and they were instructed to review and delete those items which did not relate to part-time faculty. They were next instructed to rank the items as to the ten most critical. At the end of fifteen minutes, the researcher and the eight participants discussed these items in a

structured session. Each individual, in round-robin fashion, provided one idea from his list of twelve most critical concerns. The researcher then wrote each response on a chalk board. No discussion was allowed during this reporting process. This listing continued until each member listed the most critical problems of part-time faculty as each perceived them. Twelve items were then identified by the group as being most critical. Spontaneous discussion followed for an hour. The preliminary instrument was revised from a fifty-item to a fourteen-item questionnaire based on the suggestions made by this resource group. In addition to the twelve items concerning problems of part-time faculty, two items were added to determine the delivery system and time frame most appropriate for a staff development program for part-time faculty. The preliminary questionnaire was again submitted for review. This time to another resource group consisting of a sample of part-time faculty which pilot tested the preliminary questionnaire.

Spontaneous Group Process

A pilot testing was conducted to check the wording and determine the meanings which the questions elicited from respondents. A group of twelve part-time instructors were asked to participate in a spontaneous group discussion to review the instrument and discuss additional concerns and problems. Each respondent filled out the questionnaire and offered suggestions for clarification. Spontaneous discussion followed for one hour with specific focus on the climate at Delta College and the role expectations of part-time faculty. All respondents stated the questionnaire allowed them to respond honestly

and to their satisfaction. The wording of some items was altered following the pre-test, but no major structural changes were required.

As a result of the pre-test, it was decided that the questionnaire would be administered.

In its final form, the questionnaire consisted of three major areas:

1. The content of problems and concerns as perceived by part-time faculty.
2. The delivery system or methodology designed to focus and address the problems perceived.
3. The length of time that part-time faculty indicated they will be willing to invest in a staff development program.

Respondents were encouraged to offer suggestions regarding each section on the back of the instrument.

Selection of Sample

In order to limit the scope of the investigation and thereby increase the relevancy of the results obtained, the study has been limited to the problems and concerns of part-time instructors as perceived by:

1. Part-time instructors
2. Full-time faculty
3. College-wide administrators
4. Division chairmen

A sample of 150 part-time instructors, nine division chairmen, twenty full-time faculty and five administrators were selected. This constitutes 100% of the part-time instructors utilized in the Continuing Education program, all nine division chairmen, eleven percent of the full-time faculty, and thirty percent of the first and second line administrators.

Basis for Selecting Population

1. All 150 part-time faculty were included because of their diverse nature and backgrounds. In addition, it was determined that a staff development program for part-time faculty should be formulated largely on the basis of the felt needs of the target group.
2. All nine division chairmen were included in order to represent each academic area.
3. Only twenty full-time faculty who were teaching spring and summer were selected. While this was not a true sample, the researcher felt that the sample was representative of the total population. Members of all divisions were included.
4. The five administrators were selected on the basis of their direct involvement with Continuing Education and part-time faculty.

Weighting Procedures

In order to provide a more realistic sample, the four groups were weighted according to sample population vs. sample size. The factors for each group are listed below in Table #1.

TABLE #1

Factors:

<u>Group</u>	<u>Factor</u>	<u>Sample Population</u>	<u>/</u>	<u>Sample Size</u>	<u>=</u>	<u>Factor</u>
Part-time Faculty	1.0	145	/	145	=	1
Full-time Faculty	9.0	180	/	20	=	9
Administrators	2.0	10	/	5	=	2
Division Chairmen	1.0	9	/	9	=	1

Administration of the Questionnaire

The questionnaire was sent to the sample over the signature of the Assistant Dean of Instruction, explaining the purpose of the instrument and requesting cooperation in completing the questionnaire. In part A of the questionnaire concerning the problems of part-time faculty, respondents were asked to rank the five problems they considered to be most important of the twelve listed, number one being most important and number five being least important. In part B of the questionnaire concerning the delivery system, respondents were asked to circle the most desired delivery system for a staff development program for part-time faculty or a combination of systems. In part C of the questionnaire, respondents were asked to circle the most desired time frame for a staff development program for part-time faculty. The participants were asked to respond in one week. The questionnaire was coded and follow-up phone calls were made to secure those who did not respond in one week. The researcher accepted a return rate of at least seventy-five percent.

Personal Interviews

As a further validity check, personal interviews were conducted after the questionnaire was returned. The sample consisted of:

1. Fifteen part-time instructors.
2. Four full-time faculty
3. Three division chairmen
4. Three administrators

Each respondent was asked whether he felt that the questions identified his actual concerns and feelings concerning part-time instruction or whether the responses were forced.

Field Tested Strategies

Having identified the content for the staff development program for part-time faculty through the knowledge base and client system survey, the process for implementing a staff development program for part-time faculty was addressed. Utilizing the guidelines delineated from Havelock's Six Stage Model cited in Figure 9, strategies were developed and field tested at Delta College. They are as follows:

1. Building a Relationship with the Client System
2. Diagnosing the Problems of the Target Group
3. Formulating Objectives and Acquiring Resources
4. Selecting Potential Solutions
5. Implementing Selected Solutions and Gaining Acceptance
6. Stabilizing the Innovation and Generating Self-Renewal

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of Chapter IV is to present the results of the data in three broad categories:

1. Knowledge Base
2. Client System Survey
3. Field Test

The description of the knowledge base and the findings of the client system survey are reported in descriptive terms in Chapter IV, Part A. Results give insight into the nature of the problems of part-time faculty. Having analyzed the data in terms of the content of a Staff Development Program for part-time faculty, Chapter IV, Part B, focused on the process of implementing strategies based on Havelock's six stage Model of the Change Process. These strategies were field tested at Delta College with the purpose of identifying those strategies most useful in alleviating the problems of part-time faculty.

Part A

Results of Knowledge Base

A knowledge base of the problems of part-time faculty and the content necessary for a Staff Development Program for part-time faculty was established through a review of the literature, on site visits and interviews and those responsible for training program and interview with the client system. As a result of the information gathered in the knowledge base phase of data acquisition and a review of several questionnaires, the preliminary questionnaire was developed. This

preliminary questionnaire contained 50 items relating to the problems of part-time faculty. This preliminary questionnaire was submitted to two resource groups (nominal and spontaneous) for revisions. The 50 item questionnaire was revised to a 14 item questionnaire. This final questionnaire was divided into three parts. Part A listed the problems considered to be most critical to part-time faculty. Part B listed the delivery systems for a staff development program for part-time faculty and Part C listed the time frame for a staff development program for part-time faculty.

On-site visits stressed the need for a process or model for a staff development program. Thus, a knowledge base was also established for the process necessary for a staff development program for part-time faculty. Several models of the change process and humanistic management were reviewed. Havelock's six stage Model of the Process of Change was utilized in this study for its value in program planning. The linkage model most closely followed the pattern of this study.

The linkage model focused on outside resource groups in order to discover alternatives. It also focused on the user as problem-solver. It was determined that the author functioned not only as an internal change-agent but also as a linkage change-agent.

RESULTS OF CLIENT SYSTEM SURVEY

Participants (part-time faculty, full-time faculty, division chairmen, and administrators) were asked to select five of the twelve problems listed below which they perceived to be most important. They were further asked to rank these five problems in order of their significance (one being most important, five being least important). The questions were then summarized as follows:

1. Student Academic Differences
2. Instructional Materials
3. Test Development
4. Student Goal Differences
5. Job Expectation
6. Student Characteristics
7. College's Role
8. Grading Standards
9. General Educational Objectives
10. Administrative Structure
11. Official Records
12. Instructional Improvement

All responses were compiled and listed according to frequency scores for each of the four groups (part-time faculty, full-time faculty, division chairmen, and administrators) in Tables #1, 2, 3, and 4 respectively. Each of the tables lists the problem, the percentage that left it unranked, the percentage and number which ranked each of the five degrees of importance. (Appendix G)

Tables 5, 6, 7 and 8 list the twelve problems and the percentage of responses for each problem by the four groups. (Appendix G)

The following five items listed by the respondents received the highest compiled frequency ranked responses of the twelve items:

PART-TIME FACULTY

Top Five

1. Job Expectation
2. Administrative Structure
3. Instructional Materials
4. Instructional Improvement
5. Academic Differences

FULL-TIME FACULTY

Top Five

1. Student Characteristics
2. Instructional Improvement
3. Grading Standards
4. Developing Tests
5. Instructional Materials

DIVISION CHAIRMEN

Top Five

1. Job Expectations
2. Instructional Improvement
3. Instructional Materials
4. Grading Standards
5. General Education Objectives

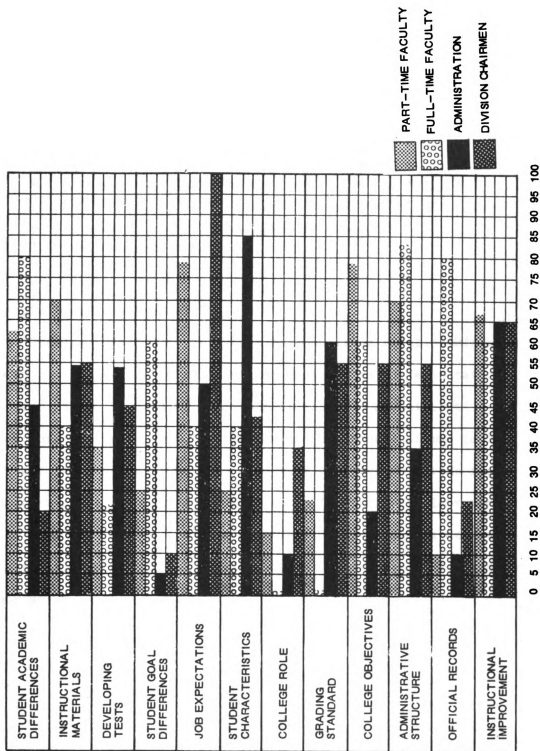
ADMINISTRATORS

Top Five

1. Student Academic Differences
2. Administrative Structure
3. Instructional Improvement
4. General Education Objectives
5. Student Goal Differences

Table 4 is a summary of the responses in each group who ranked a problem with a priority of one through five in bar graph form.

TABLE IV



Analysis of Data

Table number 5 illustrates those problems which more than 66% of the four groups ranked with a priority of 1, 2, 3, 4, 5.

TABLE #5

	<u>Pt. T</u>	<u>F.T.</u>	<u>AD.</u>	<u>D. Ch.</u>
1. Job Expectation	X			X
2. Administrative Structure	X		X	
3. Instructional Materials	X			X
4. Instructional Improvement	X	X	X	X
5. Student Goal Differences				
6. Developing Tests				
7. Student Academic Differences				
8. Student Characteristics				
9. Grading Standards		X		X
10. General Educational Objectives				
11. College Role				
12. Official Records				

Results indicate that: there is a positive relationship between part-time faculty and division chairmen in job expectations; between part-time faculty and administration in administrative structure; between part-time faculty and division chairmen in instructional materials; between part-time faculty, full-time faculty, administration, and division chairmen in instructional improvement. Full-time faculty and division chairmen ranked grading standards as important. Instructional improvement was the only question that all four groups agreed upon.

Table number 6 illustrates those problems which less than 33% of the four groups ranked 1, 2, 3, 4, 5.

TABLE #6

	<u>Pt. T.</u>	<u>F.T.</u>	<u>AD.</u>	<u>D. Ch.</u>
1. Job Expectation				
2. Administrative Structure				
3. Instructional Materials				
4. Instructional Improvement				
5. Student Goal Differences				
6. Developing Tests				
7. Student Academic Differences		X		X
8. Student Characteristics				
9. Grading Standards	X		X	
10. General Educational Objectives	X	X		
11. College Role	X	X	X	X
12. Official Records	X	X	X	X

Results indicate that: there is a positive relationship between full-time faculty and division chairmen in educational differences of students; there is a positive relationship with part-time faculty and administrators in grading standards; relationship between part-time faculty and full-time faculty in general education objectives; between full-time faculty, part-time faculty, administrators, and division chairmen in both college roles and official records.

The ranked responses for each question were summarized and the percentage computed for each question. The order was determined by the percentage of ranked responses. On this basis the felt needs of part-time faculty were:

1. Knowing what is expected of a part-time faculty member regarding the total amount of their responsibilities.
2. Understanding the administrative structure of the college to know whom to consult regarding a particular problem.

3. Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies).
4. Obtaining help in instructional improvement.
5. Adapting instruction to individual student academic differences.

Table number 7 summarizes the rank order relationship list by the four groups of respondents.

TABLE #7

	<u>Pt. T</u>	<u>F.T.</u>	<u>AD.</u>	<u>D. Ch.</u>
1. Job Expectation	1	6	7	1
2. Administrative Structure	2	8	2	6
3. Instructional Materials	3	5	8	3
4. Instructional Improvement	4	2	3	2
5. Student Goal Differences	5	7	1	10
6. Developing Tests	6	4	9	8
7. Student Academic Differences	7	12	5	12
8. Student Characteristics	8	1	6	7
9. Grading Standards	9	3	10	4
10. General Educational Objectives	10	9	4	5
11. College Role	11	10	11	9
12. Official Records	12	11	12	11

SELECTION OF SAMPLE GROUPS

All 150 part-time faculty were included because of their diverse nature and background. All nine division chairmen were included in order to represent each academic area. Only those full-time faculty who were teaching Spring and Summer semesters were sampled. While this does not represent a true sample, the researcher felt that the sample was representative of the total population. Members of all divisions were included. The five administrators were selected on the basis of their direct involvement with part-time faculty.

All sample groups were weighted according to the sample population vs. sample size. See Table III in Chapter III.

Table VII Appendix G list the frequency distribution of ranked and unranked responses for each question by each group of respondents. In addition each question is listed with the raw and factored responses in both the numerical and percentage entry.

The planning of a staff development program for part-time faculty must also involve the observed needs of other client systems.

In order to compare the felt needs with the observed needs, the four groups were compiled into these two main groups. (The felt needs represent the part-time faculty, the observed needs represent full-time faculty, division chairmen and administrators.)

The ranked responses for each question were summarized and the percentage computed for each question as ranked by full-time faculty, division chairmen, and administrators. The three groups were combined

into one group in order to indicate the observed needs of part-time faculty. The order was determined by the percentage of ranked responses. On this basis the observed needs of part-time faculty were:

1. Understanding the characteristics of community college students.
2. Obtaining help in instructional improvement.
3. Understanding grading standards.
4. Knowing what is expected of part-time faculty regarding the total amount of their responsibilities.
5. Developing satisfactory tests and examinations.

Part B: Delivery Systems

The respondents (division chairmen, full-time faculty, part-time faculty and administrators) were asked to select the delivery system which was most desirable. The following delivery systems were listed:

A. Group Activities

1. Discussion--Small groups
2. Seminars
3. Workshops
4. Speeches-Lectures
5. Tours

B. Individual Activities

6. Reading Materials
7. Tape and Cassetts (take home package)
8. Slide-Tape Presentation

C. Combination of Activities

The part-time faculty did not respond significantly different than the other groups. Ninety-two percent of the respondents in the four combined groups chose a "C" Comination of Activities delivery system.

Part C: Time Frame for a Staff Development Program

Respondents were asked to choose the most desirable time frame for a Staff Development Program. The following time frames were listed:

- a. $\frac{1}{2}$ day
- b. 1 day
- c. 1 weekend
- d. 1 week
- e. 1 evening
- f. 3 evenings during the year

The part-time faculty did not respond significantly different than the other groups. Eighty-four percent of the respondents in the four combined groups chose a combination of time frames. The following were listed most often:

- a. 1 evening
- b. 3 evenings during the year
- c. 1 weekend

Results of Interview

The interviews with part-time faculty both in constructing the questionnaire items and in the follow-up interviews indicated that a sense of belonging is a concern of part-time faculty. Most of the part-time faculty had difficulty in defining this problem in concrete terms. It appeared that a "feeling of isolation" of not knowing what was expected of them was of significant concern to part-time faculty.

Results of Write-in Responses of the Questionnaire

The open ended responses also supported the results of the interviews. That a sense of belonging is a concern of part-time faculty. Several comments were also directed at knowing the procedures and policies of the institution. In addition, a number of responses listed improvement of instruction to be of significant importance. Typical responses were as follows (See Appendix F):

SUMMARY OF CLIENT SYSTEM SURVEY

Results of the client system survey indicate that the felt needs of the part-time faculty are basically different than the observed needs of the full-time faculty, division chairmen, and administrators. Only "Instructional Improvement" was ranked in the five most significant problems by all four groups. All four groups were largely in favor of a combination of delivery systems. The time frame most supported for a staff development program were evening hours.

The results of the client system survey may be summarized into three broad areas:

1. Personal Development and Growth

The interviews and write-in responses indicated that a sense of belonging is a concern of part-time faculty. Several commented that a sense of isolation from the full-time faculty and the institution produced feelings of anxiety. Job responsibility was ranked number one by the part-time faculty in the questionnaire. Follow-up interviews with part-time faculty indicated that personal satisfaction was gained when they knew what was expected of them as a part-time faculty.

2. Organizational Structure

The results of the questionnaire identified several areas of concern by part-time faculty concerning organizational structure:

1. Understanding administrative structure
2. Obtaining instructional materials

were ranked in the top five by part-time faculty. The interviews and write-in responses indicated that knowing the policies and procedures of the organization is an important concern of part-time faculty.

3. Instructional Improvement

Improving instruction was ranked in the top five by all four groups. The interview and write-in responses also support the point that instructional improvement is an important concern of part-time faculty.

Having established a knowledge base through identifying and analyzing the problems through a review of the literature and summarizing the client system survey in three broad content areas, strategies were developed and implemented with the purpose of eliminating the most critical of these problems. These strategies were generated largely from Havelock's six-stages model of the change process and field tested at Delta College. The content for the staff development program was based largely on the felt needs of the part-time faculty. Additional input was incorporated based on the observed needs of the other client systems (full-time faculty, division chairmen, and administrators). The desired delivery system and frame for the staff development program was also considered.

CHAPTER IV
FIELD TESTED STRATEGIES

Part B

Introduction

Recent trends indicate that the community college and its faculty must change if they are to meet the demands of the new constituency. Bushnell contends that it is not education per se which is resistant to change but the failure of the change agent to deal with the total system and its preoccupation with fragments. (Bushnell, 1975) Thus in order to be effective, the total change process must be incorporated into a well-planned strategy. Strategy is indeed the key aspect, for successful change requires goals, planning and systematic implementation. There are a great number of uncontrolled variables involved in the educational system which tend to make modification difficult (e.g. timing, attitudes, cost, past experiences). Consequently, a thorough understanding of the change process is necessary if the alteration of existing attitudes and behaviors is to be successful. Formulating strategies for staff development program for part-time faculty is a complex and intricate task. Therefore, a model which includes all the necessary factors is imperative. For the purpose of this study a model will be defined as an abstract representation of reality.

Several models were reviewed in Chapter II. Havelock's model was chosen as a guide for its value in program planning. His model provided a conceptual framework depicting the critical stages in planned change. It functioned as a blueprint for depicting a

logical sequence of phases. The purpose of using Havelock's Model was to facilitate modification and experimentation of the change process. It assisted in obtaining and analyzing data that served as a base for planning a staff development program. In addition, the model provided guidelines, checklists, structure, and recommended criteria for evaluating outcomes. The model was structural in that it depicted the elements of the system and the interrelationships between them. It was also functional in that it described the "flow" process relating the elements of the system. The goal was to formulate strategies and the activities based on Havelock's model which would reflect the real system. These theoretical guidelines and implemented strategies were field tested at a community college. The model required a knowledge base. This knowledge and data base for the study was derived from an analysis of the problems of part-time faculty at Delta College. However, the researcher believes that the components of this proposed program can be adapted and modified to meet the needs and conditions of various community colleges.

Program Objectives

In all human interactions there are two major ingredients -- content and process. The first deals with the subject matter, activities or tasks upon which the group is working. In most interactions, the focus of attention is on the content. Part A of Chapter IV presented the data which served as the content for the staff development program for part-time faculty. The second ingredient, process, is concerned with what is happening among group

members while the group is working. Group process, and human dynamics, deals with such items as morale, motivation, feelings, climate, attitudes, values and decision making. Unfortunately, in many interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Understanding that both ingredients are vital and interrelated, Part B of Chapter IV will focus on the process of implementing strategies based on Havelock's model of change.

Figure IX illustrates Havelock's Six-Stage Model which will be used throughout this chapter in formulating strategies for a staff development program for part-time faculty. Havelock's basic terminology was utilized in translating the theoretical guidelines into field tested strategies. In addition, the change agent selected concise key statements to represent the implemented process.

HAVELOCK'S SIX-STAGE MODEL FOR CHANGEField Tested StrategiesSTAGE I
RELATIONSHIPBuilding a Relationship With
the Client SystemSTAGE II
DIAGNOSISDiagnosing the Problems of the
Target GroupSTAGE III
ACQUISITIONFormulating Objectives and
Acquiring ResourcesSTAGE IV
CHOOSINGSelecting Potential Solu-
tionsSTAGE V
ACCEPTANCEImplementing Selected Solu-
tions and Gaining AcceptanceSTAGE VI
SELF-RENEWALStabilizing the Innovation and
Generating Self-RenewalKey Phases Utilized

- I Relationship Guidelines
- II Diagnosis Guidelines
- III Resource Guidelines
- IV Solution Guidelines
- V Self-Renewal Guidelines

Figure IX

Relationship Guidelines

Stage I. Building a Relationship with the Client Systems

The first thing the successful change agent must do is to develop a solid working relationship with the client system. This is the point at which any innovation or change effort should begin. The Relationship Guideline stressed that a strong, creative relationship can carry a change program through the most difficult obstacles. While innovation is generally difficult it can become impossible if there is a bad relationship between the change agent and the target group. Indeed, the change agent's relationship with a prospective target group must be meticulously planned if the project is going to succeed. If the change agent knows where she/he stands with a client, and if the clients know how the change agent sees them, they will be in a better position to adopt and enhance this relationship as the change effort progresses. Thus, open communication and trust with the part-time faculty was emphasized and established. The change agent became aware of the needs and interests of part-time faculty. Several activities were planned and implemented to build a stronger relationship:

Stage I: Relationship Strategies

Strategy A: Identified the persons intended to be served.
(target group)

Relationship Activities: Two months were spent reviewing the part-time faculty files and yearly profile sheets to determine:

- a. Full-time professions of target group members
(e.g., industrial executives, real estate brokers, housewives)
- b. Related groups, norms, shared beliefs, etc.

Strategy B: Established an open and friendly rapport with the client systems.

Relationship Activities: Informal coffee meetings were held each evening for two weeks at class break time. All part-time faculty were invited to attend. These were successful in terms of the responses of part-time faculty and the number that attended. Several part-time faculty commented that the meetings contributed to an open sharing of ideas and communication with part-time faculty.

The change agent (Assistant Dean of Instruction) was on duty during evening hours to insure availability for part-time faculty. In addition, part-time faculty were encouraged to stop by the Continuing Education Office before their class to receive mail, messages, etc. This helped to establish a closer, personable relationship between the part-time faculty and the secretaries and the Dean.

The full-time faculty, division chairmen, and administrators were also interviewed to determine their attitudes, shared beliefs, etc., of the part-time faculty.

Diagnosis Guideline

Stage II. Diagnosing the Problems of the Target Group

Once a strong relationship is established with the target group, the change agent must turn to identifying the problems at hand. It must be determined if the target group is aware of their needs and if they have been able to articulate their needs as problem statements.

Target group diagnosis is a systematic attempt to understand the present situation. A good diagnosis is a description of the target group's problem which includes the essential details of symptoms, history, and possible causes. In short, identifying the target group's felt need. As the change agent began to work on diagnosis, however, the helper role was assumed in assisting the client to articulate that need. When diagnosis was complete, that original

need was transformed into a defined problem statement in such a way that both the change agent and the target group were able to work rationally on its solution.

Stage II: Diagnosis Strategies

Strategy C: Identified the client's need jointly with the target group. Gained additional input from other client systems.

Diagnosis Activities: A review of the literature was conducted to establish a knowledge base of the problems of part-time faculty and of staff development program. A fourteen-item questionnaire was instituted to obtain data on the content of the problems and concerns of part-time faculty. This information was obtained from part-time faculty, division chairmen, full-time faculty, and administrators. The data was analyzed according to the problems of part-time faculty, the desired delivery systems, and the time frame for a staff development program. The client system survey also included personal interviews and group resource meetings. These were conducted to clarify the problems stated and cut through surface concerns to the central issues and needs involved. This strategy proved successful in revealing the complex issues of attitudes, feelings, and personal identities of part-time faculty. (See Appendix A and B for the questionnaire and interview instruments.)

Strategy D: List Problems in their Priority

Diagnosis Activities: These problems were then listed in terms of the time required, the feasibility of the program to solve the problem, and the extent of the problem. The questionnaire, interviews, and write-in responses were reviewed to determine which problems could be clustered. Specific problems were then grouped under broader concern areas.

Resource Guidelines

Stage III. Formulating Objectives and Acquiring Resources

With a well-defined problem, the target group needs to be able to identify and obtain resources relevant to solutions. Before acquiring resources; however, the change agent must first decide what improvements he is trying to achieve and what the program goals and objectives

are. (Havelock does not include objectives in his model; however, the author of this study believes that establishing goals and objectives are critical to program planning.) The client systems must be convinced that the objectives in the program are the ones they perceive to be important. Collaborative effort was established by the client system (part-time faculty, full-time faculty, division chairmen, and administrators) to ensure the commitment of all who are involved in the program.

Before searching for possible solutions and obtaining resources, the change agent must become aware of the history and attitudes which surround a given problem. Consequently, constraints must be identified. (Havelock does not address constraints in his model.) Indeed constraints and resources often tend to operate in the same context, since lack of a resource could become a constraint.

Knowing when, where, and how to acquire resources are essential skills for the change agent to have and to pass on to the target group. Intelligent decisions and choices about what resources are available and how to acquire them is a critical step. Resources come in many forms (e.g., financial, materials, people, or products). The change agent and the target group should have an adequate understanding of what resources are available, and what is potentially relevant and useful in order to meet the stated objectives.

Stage III: Resource Strategies

Strategy E: Identified goals and objectives of the program. This was a critical and time consuming task, therefore, significant detail follows as to the content objectives of the program.

Resource Activities: In order to bring about the improvements in instruction demanded by the new student, it was essential that a staff development program for part-time faculty be comprehensive and based primarily on the felt needs of the target group. Additional input indicating the observed needs of the other client systems was also considered. Since all groups identified "improvement of instruction" as important, primary attention was given to this process. However, input gathered from the questionnaire, interviews, and the literature indicated that while these instructional issues are paramount for the improvement of the quality of education, they cannot constitute the entire spectrum of activities involved in an effective staff development program for part-time faculty. Central to any proposed program must be the attitude and motivation toward teaching of the target group and other client systems. If the part-time faculty does not view his role as a professional instructor, he will not spend the time improving his skills or exploring alternate instructional methods and techniques. (Bergquist, 1975) Therefore, it was determined that an effective staff development program for part-time faculty must deal with the attitudes, philosophies, and self-concept of the target group. A review of the literature and interviews with part-time faculty indicated that a feeling of belonging and open communication with other client systems is an important concern.

Nevertheless, even when the part-time faculty has refined and improved his instructional methods compatible with his more clearly defined attitudes and self-concepts, he may encounter problems with institutional policies and procedures. Part-time faculty indicated that organizational procedures were of considerable concern. Thus, the structural constraints, norms, and rules of the organization must be made known to the part-time faculty. Indeed, the institutional needs must be balanced with the felt needs of the target group.

Consequently, the broad objective of the staff development program for part-time faculty were developed to assist the faculty in developing a supportive environment within the organization, to provide training for faculty in improved classroom performance, and to prompt an examination and

reflection of personal attitudes as they influence the role of a professional part-time faculty. The essential components of this program based on the knowledge base and client system survey were:

1. Personal Development and Growth
2. Organizational Structure
3. Instructional Development

1. Personal Development and Growth

In designing a staff development program for part-time faculty, one must first be aware of the interpersonal skills, attitudes, and self-concept of the target group. Interviews and informal discussions indicated that a sense of belonging was of considerable concern to part-time faculty. A review of the literature and Havelock's Stage I (Building a Relationship) emphasized the importance of creating an open rapport and of listening to the personal needs of the clients.

2. Organizational Structure

An effective staff development program for part-time faculty must take into account three factors relating to the organizational structure:

- a. Policies and Procedures
- b. Formal and Informal Administrative Structures
- c. Federal and State Laws and Court Cases

3. Instructional Development

An effective staff development program for part-time faculty must incorporate four factors dealing with instructional development.

- a. Course Content
- b. Preferred Teaching Style of the Faculty Member
- c. Preferred Learning Style of the Students
- d. Educational Environment in which the Course is Given (or Offered)

Strategy F: Develop an awareness of potential resources within the community college and outside of it which might help to provide solutions to expressed needs.

Resource Activities: The change agent reviewed the monthly publication, Research in Education, and utilized the ERIC Clearinghouse. The search procedure involved visiting several higher education institutes, industry, attending conferences, reviewing evaluative reports, and scanning journals and films. The change agent subscribed to four newsletters (Educational-Marketing Mix, Techniques of Adult Education, Faculty Evaluation and Development, and Pulse) and several periodicals and magazines including University College Quarterly, Community and Junior College Journal, College Management, Training, Adult Education. This activity was completed in order for the change agent to become informed about new developments in continuing education and staff development. In addition, several on-site visits were conducted for additional input on the various staff development program and training programs conducted in higher education and in industry. These interviews were conducted to gain information as to the kinds of Staff Development and Training programs available at that particular institution and the number and kinds of problems of part-time employees.

Cassettes, self-instructional kits, books, and films were also reviewed. A list of the most useful follows:

Cassette and Tape Resources

1. "An Instructional Model for College Teaching"
Teffinger, Donald J. '73
Study Guide and Cassette Tape
12 Self-Instructional Units
2. "Instructional Improvement Training Series"
Administrators Manual
Instructional Manual
National Laboratory for Higher Education
3. Audio-Visual Training Kits, Behavioral Products
Behavioral Objectives in Education, Competency-Based Teaching
Behavioral Management in the Classroom
219 Forrer Blvd., Dept. A
Dayton, Ohio 45419

4. Instructional Appraisal Services
P.O. Box 24801
L.A. Teacher Improver Kits, Self-Instructional Kits
for Adult Learners
Overhead Slide Presentation
Cassette Tapes
5. Packaged Materials (includes Behavioral Objectives
series, Adult Education series, etc.)
Courseware, Inc.
1178 South Street
Orem, Utah
Also Consulting

Written Resources

1. Cognitive Style Mapping Inventory, Oakland Community College, Bloomfield Hills, Michigan
2. Educational Testing Services Research Findings Mass Media & Adult Education, Englewood Cliffs, N.Y.: Educational Technology Publications, 1971
3. Self-Concept in Adult Participation-Conference Report and Bibliography, ERIC Clearinghouse on Adult Education, N.Y., 1969
4. The Adult's Learning Projects. A Fresh Approach to Theory and Practice in Adult Learning, Tough, A. Ontario Institute for Studies, 1971
5. Model of Instruction, Wayne Brunner, Delta College, University Center, Michigan
6. Developing Programs for Faculty Evaluation, Miller, Richard, Jossey-Bass Publishing Co., 1974
7. Effective College Teaching, Morris, W.H., American Council on Education, 1970
8. The Art of Good Teaching, Garrett, H.E., David McKay Co., N.Y., 1965
9. The Teaching/Learning Paradox, A Comparative Analysis of College Teaching Methods, Dubin, R., Center for the Advanced Study of Educational Administrators, Oregon, 1968.

10. Preparing Instructional Objectives, Mager, R.F.,
Fearon Publishing Co., Palo Alto, California, 1962
11. Goal Analysis, Mager, R.F., Fearon Publishing Co.,
Belmont, California, 1972

Film Resources

1. "Innovations in Undergraduate Education"
The Center for Improvement A Undergraduate Education
Cornell University
Buffalo, New York
2. "The Design and Development of a 'Non-Course': A
Case Study"
Educational Communications Center
State University College at Brockport
Brockport, New York 14420
3. "Faculty Development at UTA: A Texas Size Innovation"
Faculty Development Resource Center
Office of the Vice-President for Academic Affairs
The University of Texas at Arlington
Arlington, Texas 76019
4. "Personalizing Educational Programs Utilizing Cognitive
Style Mapping"
Oakland Community College
Bloomfield Hills, Michigan 48013

In-Site Visits and Interviews

Mr. Al Storr, Dow Chemical Company, Midland, Michigan
 Mr. Terry Jacobs, General Motors Corporation, Steering
 Gear, Saginaw, Michigan
 Ms. Jane Warner, General Motors Corporation, Detroit,
 Michigan
 Mr. David Hill, Penny's Company, Saginaw, Michigan
 Mr. John McCormick, Alpena Community College, Alpena,
 Michigan
 Mr. Charles Field, Lake Michigan Community College, Benton
 Harbor, Michigan
 Dr. Vincent Bielinski, Lansing Community College, Lansing,
 Michigan
 Ms. Ruth VanHement, Muskegon Community College, Muskegon,
 Michigan
 Mr. Ron Griffith, Schoolcraft Community College, Detroit,
 Michigan

Phone Interviews

Mr. Stan Evers, Kirtland Community College
 Dr. Marion Rice, Oakland Community College
 Mr. Gary Lemke, Battle Creek Community College
 Dr. Stewart Gingrich, Henry Ford Community College
 Mr. Peter Rush, Kalamazoo Valley Community College

Personal Communications at Conferences

Mr. Jim Olson, MaComb Community College, Michigan Community College Service Association, October 10, 1975
 Mr. Wally Ollila, Jackson Community College, Michigan Community College Service Association, October 10, 1975
 Dr. Hans Andrews, Kellogg Community College, Michigan Community College Service Association, October 10, 1975
 Ms. Anne Mulder, Grand Rapids Community College, Michigan Community College Service Association, October 10, 1975
 Mr. Jim Fent, Gogebic Community College, Michigan Community College Service Association, October 10, 1975
 Mr. Jerry Lynch, St. Claire County Community College, Michigan Community College Service Association, October 10, 1975
 Mr. Jim Barr, Bay de Noc Community College, Michigan Community College Service Association, October 10, 1975
 Ms. Barbara Rachl, Northwestern Michigan College, Michigan Community College Service Association, October 10, 1975

Strategy G: Analyzing Resources

Resource Activities: After reviewing the various information services listed previously, and visiting institutions which have training and orientation programs, the change agent analyzed the resources within the following specific framework.

1. Human considerations (attitudes, past experiences, motivations)
2. Financial considerations (assets, and liabilities)
3. Timing considerations (priorities, previous commitments, deadlines)
4. Facilities (equipment, instructional materials)

These considerations provided a framework in which deeper constraints were identified. One weakness of Havelock's model is his lack of attention to constraints. The staff development program for part-time faculty recognizes that staff development programs, however ambitious in their ultimate aims, must begin with existing realities if they are to be successful. Identifying the constraints and the setting in which the problem is embedded was a time consuming and yet important phase. Specifying constraints

served as a base for choosing solutions and helped to eliminate potential alternatives. Therefore, the following constraints were identified:

1. Part-time faculty often have had little experience with the community college and lack an understanding of its mission and goals.
2. Most part-time faculty have full-time responsibilities and commitments to another institution thus the time they can devote to a part-time job is limited.
3. In addition, many part-time faculty have full-time jobs that require travel. Therefore, finding a convenient time frame for a workshop is difficult.
4. Many evening students are taking only one class, thus they have limited contact with the community college services. The part-time faculty often find themselves in an advisory role for which they may not have either the experience or knowledge. Many services are not available in the evening hours.
5. Funds for staff development for part-time faculty are extremely limited in most community colleges.

Because of the pay rate for part-time faculty, it may be unethical to impose upon them to take training and other time in addition to class time unless some form of compensation is provided. Perhaps federal and state funds could be tapped for such compensation. The advisory groups suggested that this should be looked upon as a part of the professionalism of the part-time faculty in terms of Delta's community college objectives and philosophy.

Strategy H: Obtaining Resources

Resource Activities: The change agent prepared a budget listing the recommended resources determined to be necessary for the first year of the staff development program for part-time faculty. These resources were listed in order of priority in meeting the stated objectives of the program to meet diagnosed needs. This detailed budget was submitted and approved. A summary of the priorities were:

<u>Resource</u>	<u>Objective</u>
1. Part-time Faculty Orientation for Fall and Winter (include: dinner, materials)	To improve relationship and rapport between part-time faculty and full-time faculty, division chairmen and administrators
2. Office Space Parking Ticket Community College Journal	To provide a sense of belonging
3. Faculty Guidebook	To provide policies and procedures for part-time faculty
4. Cassettes Books Materials Films Publications for the Teaching/ Learning Center	To provide materials for instructional improvement
5. Workshops	To provide leadership in instructional improvement

Cost

Most of these costs were incorporated into existing budgets (orientation budget, divisional budget, publications budget, Teaching/Learning Resource Budget). The change agent was instructed by the College Budget Committee to key a list of additional expense incurred. Various departments were also involved in obtaining the approved resources. The change agent wrote the guidebook. Films, books, etc., were obtained from the Learning Resources Center and Teaching/Learning Center, the orientation committee helped plan the orientation and the workshops were planned with the assistance of the Teaching/Learning Center staff.

Solution Guidelines

Stage IV. Selecting Potential Solutions

Having defined the problem, analyzed the complex concerns, identified the target group, stated the goals and objectives, and focused on possible constraints and necessary resources, the change agent is ready to choose a solution. First the change agent must know how to derive implications from information sources, generate a range of possible alternatives, and finally settle upon a potential solution. This is one of the most creative and interesting steps in the process of change. However, the progressive steps to be taken for orderly presentation of the analysis and the success of the venture. Indeed, there is a skill needed at each of these steps especially in this state if one is to achieve a balanced package and a diplomacy in overcoming the natural inertia of the college system and the target group.

Havelock does not address criteria or evaluation in this model. However, the author believes that selecting potential solutions requires a set of criteria for evaluative feedback.

Stage IV: Solution Strategies

Strategy I: Determine method for evaluating solution.

Solution Activities: Feasibility, workability, and effectiveness were the three criteria applied in this study. Feasibility took into consideration the constraints and resources available. It is financially desirable. It questioned the potential of a solution to be successful. Workability concerned the extent to which a solution is practical, reliable, and in short, workable. Effectiveness took into account the experted results and how will a solution meet the stated objectives.

Implementation Guidelines

Stage V. Implementing Selected Solutions and Gaining Acceptance of the Program.

Having selected potential solutions that are specially tailored for the needs of the target group and the objectives of the program the change agent is ready to consider the initial acceptance of the program. If the change agent is able to develop attitudes and behavior supportive of the program, the task will be easier. This implies not only a knowledge of the target group, but also a sympathetic understanding of the natural inertia or their pre-occupation with distracting extraneous activities.

At this point, the groundwork has been laid for actual installation of the innovation in the client system. Now is the time for transforming intentions into actions. This is the heart of the plan for change; during this phase all the preparatory work is put to the test, and it is in this phase that the change agent finds out whether or not solutions are workable and can be accepted and used effectively by a majority of the target group.

Stage V: Implementation Strategies

Strategy J: Identify facilitators.

Implementation Activities: Those involved in the program were contacted early in the process in order to establish a sense of participation with the program. Each person assigned responsibility for implementing a procedure, practice, workshop, etc., was given precise objectives and systematic steps to be followed with the framework of evaluative criteria. The change agent established a weekly follow-up of all facilitators or (those assigned responsibilities). The people involved with the program were all very supportive.

Self-Renewal Guidelines

Stage VI. Evaluate and Generate Self-Renewal of the Program

Finally, the target group needs to develop an internal capability to maintain the innovation and continue appropriate use without outside help. The change agent encouraged members of the target group to be their own change agents and to begin to work on correlative problems in a similar way. Hopefully, as this self-renewal capacity begins to build, it allows the gradual termination of the initiation relationship so that the change agent can move on to other projects, other problems, and other clients.

To ensure continued acceptance of the program, a supportive climate must be maintained. The human motivational factors discussed in Chapter II were considered in order to provide a sense of confidence and competence, an openness to new information and a willingness to take risks. Recognition appeared to be an important reward to most participants. An effective follow-up action of each step and every activity was established. This iterative cycle will continue until the program is well established. Frequent evaluation and feedback was incorporated into each step.

Stage VI: Self-Renewal Strategies

Strategy K: Create change agents within the client system.

Self-Renewal Activities: An advisory committee of resource people (part-time faculty, full-time faculty, division chairmen, administrators, teaching/learning staff) was established in Stage I and will continue for at least one year. Its major charge is to review the institutional operating procedures, and the recruiting, hiring, advising, and evaluating procedures for part-time faculty. The new faculty guidebook will be thoroughly assessed and policy statements will be recommended. The present

orientation and total staff development program for part-time faculty will be evaluated in terms of its success in meeting stated objectives and revisions will be recommended in light of the changing needs and problems. Finally, this advisory committee is charged with formulating an evaluation system for part-time faculty. This advisory group approved the evaluation sheet that was sent to all part-time faculty after the fall orientation to assess its effectiveness in terms of the part-time faculty perception.

*An annual report for information and reaction by the Academic Dean and President was prepared by the change agent which included the first two phases of the Staff Development Program for part-time faculty. It is important for administrators as well as program participants to know what the goals, objective activities and assessment are if the program is to gain support and approval in the future.

*Indicates that activity is in process.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

During the past ten years a myriad of significant societal and cultural changes have etched their impressions on higher educational institutions. Community colleges are especially being faced by a new set of demands from those that they encountered during the last decade. The concern with hiring new faculty and building new facilities is now being replaced by a greater concern for meeting the special needs of non-traditional students who have varying aptitude and ability levels. Thus, the community college is being confronted with the challenge of responding to an increasingly heterogeneous non-traditional learner who perceives education as a lifelong process. At the same time, the age of accountability has produced greater concern for the quality of teaching. Consequently, a great deal has been written on the need for staff development to improve instruction and to prepare faculty to deal with the "new student." However, a review of the literature reveals that little has been written on the part-time instructor even though they constitute the largest percentage of evening and non-traditional students. Furthermore, few studies were identified that addressed the process required in program planning. Therefore, both the content and the process for a staff development program for part-time faculty needs to be addressed.

Purpose of the Study

The purpose of this study was twofold: first, to explore the content of the problems of part-time faculty in a community college setting; and second, to describe the developmental processes involved in the planning and implementation of a staff development program for part-time faculty. Strategies were formulated utilizing Ronald G. Havelock's six-stage theoretical model of the change process. These strategies were field tested at Delta College to assess the effectiveness of the theoretical stages in successful program development.

Methodology

The basic design of the study involved three phases of data acquisition and analysis. First, a knowledge base of the nature of the problems of part-time faculty and the content necessary for a staff development program was established. A review of the literature, on-site visits, interviews with those responsible for training programs and interviews with members of the client system were the methods used in establishing this knowledge base. Secondly, a client system survey consisting of a questionnaire, interviews, and resource groups was conducted to determine the content of the problems and concerns of part-time faculty at Delta College. Having identified the content for a staff development program for part-time faculty, the process for implementing strategies was addressed. Utilizing the guidelines delineated from Havelock's six-stage model, strategies were developed and field tested at Delta College.

Summary of Knowledge Base

The knowledge base provided information concerning the content and process required in formulating strategies for a staff development program for part-time faculty. A review of the literature was conducted to identify general problems and concerns of part-time faculty, new full-time faculty and the content of existing staff development programs. The process of program planning was also studied by reviewing various models of the change process and humanistic management. Havelock's six-stage model of change was chosen as a framework for the study since it appeared to incorporate the necessary elements of a systematic problem-solving approach for program development. Havelock's linkage model was also used as a guide for its value in detailing basic steps involved in problem-solving and resource gathering. Thus, the knowledge base provided a synthesis of the necessary steps involved in systematic problem-solving and the elements of humanistic, participant management of the change process.

Summary of Client System Survey

The client system at Delta College was surveyed to gain additional and more specific information as to the content required for a staff development program for part-time faculty. The methods utilized were a questionnaire, interviews and resource groups. The fifty-item preliminary questionnaire was submitted for review to a resource group utilizing a modified nominal group process technique. The revised fourteen-item questionnaire was then submitted to another resource group utilizing the technique involved in spontaneous

group process to pilot test and further check wording. The final questionnaire which consisted of the content of the problems of part-time faculty, the delivery system, and the time frame desired for a staff development program for part-time faculty was sent to a sample of the client systems at Delta College. Follow-up phone calls secured a return rate of 95%. As a further validity check, personal interviews were conducted after the questionnaire was returned to check responses and identify deeper concerns.

A review of the findings of the client system survey indicated that the problems of part-time faculty are viewed differently by part-time faculty, division chairmen, administrators, and full-time faculty.

The felt needs of part-time faculty identified by part-time faculty were:

1. Knowing what is expected regarding the total amount of part-time faculty responsibilities.
2. Understanding the administrative structure of the college to know whom to consult regarding a particular problem.
3. Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies).
4. Obtaining help in instructional improvement.
5. Adapting instruction to individual academic differences.

The observed needs of part-time faculty as identified by division chairmen, administrators, and full-time faculty were:

1. Understanding the characteristics of community college students.
2. Obtaining help in instructional improvement.
3. Understanding grading standards.

4. Knowing what is expected regarding the total amount of part-time faculty responsibilities.
5. Developing satisfactory test and examinations.

Summary of Field Tested Strategies

Utilizing the guidelines delineated from Havelock's Six-Stage Model of Change, strategies were developed and field tested at Delta College. Each of the six stages were tested through various strategies and activities developed in a reality setting.

1. A well-written part-time faculty guidebook containing an explanation of the administrative structure and the services provided by each office. This handbook should also outline briefly the philosophy and objectives of the community college and the community college student.
2. Special group meetings and an orientation session before the semester begins which includes administrators, part-time faculty, full-time faculty, and division chairmen.
3. Ready access to the Dean of Continuing Education.
4. Workshops to improve teaching effectiveness, performance objectives, etc.

Assessment of Havelock's Six-Stage Model and Implemented Strategies

A number of conclusions were drawn after the strategies were field tested at Delta College. The author's own biases as an inside change agent were incorporated into the following assessment regarding the overall value of Havelock's six-stage model of planned change. In addition, each of the six-stages and strategies were assessed in terms of effectiveness in the implementation of a staff development program for part-time faculty.

Havelock's six-stage model of planned change has considerable value as a structural framework for systematically planning a staff development program for part-time faculty. The important phases of program development were reflected in the six stages of the model.

Stage I. Relationship Guidelines

This stage was of paramount importance and was most critical for program development success. A solid relationship must be accomplished before the strategies and activities are actually implemented. It appeared that Stages I and II overlapped. In the process of building a relationship and establishing rapport, needs were identified and concerns surfaced.

Relationship Strategies:

Strategy A: Identify Target-Group

Strategy A was important in that it sets the base for all the following steps. Since the researcher was an inside change agent, statistical information about the target group was readily available. Informal information gathered over several years was also part of the profile and helped in analyzing the norms, attitudes, and backgrounds of the target group.

Strategy B: Establish Rapport

Strategy B was one of the most crucial steps in implementing a staff development program. This strategy required time, thought, and sensitivity. In the case of the present study, this strategy evolved over several years. The change agent had thought that an open rapport was already established at the time this study began (January 1975). However, after several months of intense interview sessions, it was noted that the past rapport had been somewhat surfaced. It took eight months for the key concerns to surface and to establish a much more open rapport.

Stage II. Diagnosis Guidelines

This was a crucial step in program planning. It is vital that a staff development program for part-time faculty be based on the felt needs of the target group. Additional time needed to be devoted to the other client systems in order for a balance to exist. Before diagnosis of needs can begin, however, the change agent defined who was involved. Havelock focused on the client system but failed to add that often there are sub-systems as a target group that is involved in the process and should be specifically considered.

Diagnosis Strategies:

Strategy C: Identify Problems

The change agent strongly supported this strategy. The problems should be identified primarily from the felt needs with additional input from the observed group. Additional time should have been devoted to personal interviews as the questionnaire tended to identify surface needs. Rapport with the target group indicated several deeper areas of concern. More time should have been spent with other client systems to gain their input (full-time faculty, division chairmen, and administrators).

Strategy D: Problems in their Priority

Once the problem areas were identified, it was important to list them in terms of ranked importance and constraints (time, resources, etc.). More thought should have been devoted to this strategy. This strategy was not carefully examined, and there was a tendency to try to solve all problems at once. Some problems such as instructional improvement needed to be time-phased over a period of months.

Stage III. Resource Guidelines

Stage III was an ongoing step in every phase of program planning. It was important to establish a base of resources (especially financial). The change agent ensured that additional resources were constantly being added and evaluated. If adequate resources were not supplied the program development would have been difficult.

Before resources were identified, however, the goals and objectives of the program were established. This was a serious constraint in Havelock's model. He did not address the need for objectives or outcome statements. This was a critical step in program planning in this study.

Objectives and Resource Strategies:

Strategy E: Identify Objectives

The change agent spent a great deal of time reviewing the questionnaire and interviewing the part-time faculty to identify similarities and specific concerns. In addition, the write-in responses from the questionnaire were analyzed in terms of clustering items. The clusters were translated into three broad objectives for the staff development program for part-time faculty:

1. Personal Growth
2. Organizational Structure and Procedures
3. Instructional Development.

This activity required several weeks of analyzing data and clustering items. More time should have been spent (at least two months) since this was an extremely important strategy for program success.

Strategy F: Identify and Obtain Resources

This strategy was greatly dependent on strategy E. Since the objectives and resources were sufficiently identified, the change agent could exercise a great deal of skill in judgment and communication to obtain these resources. This was successful in part because rapport had been established in stage one.

Strategy G: Analysis of Resources

Havelock does not address the need to analyze potential resources. Since funds were limited, however, time was spent in determining whether a resource was worth the cost, time, etc. Too much time was spent in actual reviewing of the films, books, tapes, and packaged materials since several of the people responsible for departments had already reviewed many of the resources or knew of them. Additional help could have been obtained in reviewing these resources. It was important, however, to identify the constraints involved. This was another weakness of Havelock's model. He did not devote attention to constraints or limitations concerning the problem or the client system. This was especially important in this study, since lack of time is a very real constraint of part-time faculty. The change agent strongly supported the time spent probing the people involved for their perception of constraints.

Strategy H: Obtaining Resources

This strategy implied too much emphasis on the change agent. Preparing, submitting, and defending the budget required a great deal of time, but this is an important element. Once financial resources were made available, more realistic time was devoted to actual planning. Other departments, however, could have been utilized in sending for review books, films, etc. The change agent was spread very thin

Stage IV: Solution Guidelines

This was an important step for program success. It was critical that the appropriate solutions were selected to respond to the diagnosed needs. Additional time was spent to determine if these solutions would be accepted to the target group. Since a strong relationship and open rapport was established and resources were adequate, then stage IV was greatly facilitated.

Solution Strategies:

Strategy I: Determine Method for Evaluating

Solution: A great deal of time was saved in evaluating solutions by first establishing criteria. Specifying detailed steps to be carried out also helped in determining workability and feasibility of a solution. There was a tendency to focus too strongly on the financial criteria instead of looking at the value of that specific solution. Effectiveness was the most difficult criteria to assess. It was determined that judgment would have to be carried out partly on a subjective nature because of the time lag between the implementation of an activity and the observed results. More objective measures should have been developed and outside assessments should have been employed.

Stage V: Implementation Guidelines

Stages IV and V were important stages in selecting appropriate strategies to respond to the diagnosed needs and which were accepted by the clients. If activities were held at an inconvenient time for the target group, they would not have accepted. Indeed, these two stages appeared to overlap much of the time. Thus the two stages were dealt with simultaneously.

Implementation Strategies:

Strategy J: Identify Facilitators

This was a difficult strategy to assess. Most people said they were in favor of staff development programs, however, everyone had a different opinion as to what would be included. Time should have been spent recruiting those members of the target group and client systems, who were willing to invest time in serving on the advisory board for part-time faculty. The change agent did not formally identify those people who opposed a staff development program for part-time faculty. It appeared that no one openly opposed a staff development program for part-time faculty. However, there were a number of rumors and complaints about part-time faculty. Perhaps if more time had been spent in identifying this opposition group, deeper problems and constructive suggestions could have been offered.

Stage VI: Self-Renewal Guidelines

This was an important stage if the staff development program for part-time faculty is to continue and be part of the college's self-renewal process. Stages I and II set a base for the success of Stage VI. While the long-term effects of this stage are significant, it did not receive a high priority in terms of initial program development.

Self-Renewal Strategies:

Strategy K: Involve Clients

This was a crucial strategy. All representatives of the client systems were involved in the program planning. Even negative attitudes appeared to change once the client system was involved. There was a sense of ownership and genuine involvement by most people. Indeed, it appeared that participation was one of the best strategies for gaining acceptance of this program. More time should have been spent with other members of the client systems besides the target group (e.g., full-time faculty and administrators).

Conclusions

A review of the findings of this study indicated that implemented strategies and activities for a staff development program for part-time faculty in a community college is a complex and intricate task. Therefore, a model was required to provide a framework which dealt with the total system. It was concluded that Havelock's model included all the necessary elements in the change process and was helpful in providing guidelines. In order to be successful, however, theory must be balanced with the constraints that exist in a reality setting. In addition, the objectives of the program must be clearly defined. It appears from the results of the field test that the main objectives were achieved in the staff development program for part-time faculty. Long term effects will require more time to objectively measure, however.

Implications of the Study for Delta College

It is well at this point to consider in broad terms, the implications of the study, to review its more general findings and to arrive at some implications for the study for Delta College.

An in-depth evaluation to measure change cannot occur after only the initial field test of the staff development program have been completed. The activities and strategies were evaluated, however, in terms of program planning and on the subjective basis of how successful they appeared at this time to be in meeting the general objectives of the staff development program for part-time faculty.

As identified earlier, the broad objectives of the staff development program were:

1. Personal Development and Growth
2. Organizational Structure
3. Instructional Development

I. Personal Development and Growth

The part-time faculty listed question number five "knowing what is expected regarding part-time faculty total responsibilities," in the top five of critical problems. Also, during personal interviews, several deep concerns emerged concerning the self-concept, attitudes and personal growth of the part-time faculty. In addition, during a resource group meeting the part-time faculty candidly revealed several concerns:

1. Feelings of isolation and of not knowing what is expected of them.
2. No parking facilities.
3. No office space.
4. Feeling of not being the same status as full-time faculty.
5. Low pay.

Division chairmen were informed of the part-time faculties professional and personal concerns. Division meetings were scheduled in the evening to include part-time faculty. An advisory group was formed to include part-time faculty with the purpose of giving input and also contability to a feeling of belonging. A number of other corrective activities were implemented:

- A pay raise was submitted to the College Budget Committee in July and approved.
- Parking cards were given to part-time faculty.
- Office space was provided to part-time faculty.
- Part-time faculty were given a copy of the community college journal.
- Full-time faculty were sent articles on part-time faculty.

Assessment: Several activities seemed to have helped solve many problems concerning the personal problems and concerns of part-time faculty. Results from the evaluation form and interviews indicated that most part-time faculty felt that they were listened to and their concerns acted upon. Many attitudes of both the target group and client system are deep rooted and thus will require continuous attention, sensitivity, and understanding to correct.

II. Organization

Two questionnaire items were ranked in the top five of critical problems of part-time faculty.

"Understanding the administrative structure of the college to know whom to consult regarding a particular problem."

"Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)."

The other sample of the client system also ranked the following in the top five.

"Understanding the characteristics of community college students."

"Understanding grading standards."

"Developing satisfactory tests and examinations."

The faculty guidebook was chosen as the primary strategy in solving procedural difficulties. A special development committee was developed to review college's policies and procedures that relate to part-time faculty. Bi-monthly newsletters are now sent to inform and remind them of procedures, dates, events, etc. Pertinent articles

(concerning such topics as grading standards, general educational requirements, the community college student, etc., are zeroxed and sent to part-time faculty.

- The administrative structure of the college was placed on an overhead at the fall orientation and discussed in detail.
- The Teaching/Learning Resource Center is planning workshops and newsletters focusing on the procedure and services of its office.

Assessment: The evaluation sheet and comment form from part-time faculty indicated that methods chosen have provided part-time faculty with the needed information for understanding the original policies and procedures.

III. Instructional Development

Instructional development was the only item on the questionnaire that all groups (part-time, full-time, division chairmen, and administrators) ranked as being in the top five of critical problems of part-time faculty. Several strategies and activities were planned to improve instruction:

- The fall orientation introduced the Teaching/Learning Center staff and they explained the services that could be provided.
- The Resource Center was described and part-time faculty were told that each month they would receive a newsletter listing the films, books, articles, cassette tapes, etc., on instructional improvement.
- A model of instruction was presented which depicted the major areas of the instructional process. Several workshops were discussed that would address these major components. Part-time faculty were informed that a questionnaire would be sent to them in a week asking for their input on specific topics concerning instructional development and the desired time for a workshop. (See Appendix C)
- Divisional meetings were conducted during the same evening of fall orientation. Specific matters concerning divisional matters and instructional development were discussed.

Assessment: Instructional development is a complex process. The Teaching/Learning Center appears to have the human, visual and material resources to provide attention to the problems involved in instructional development in a systematic fashion. The division chairmen, full-time faculty and administrators support the improvement of part-time faculty instruction and are cognizant of the complexities and subtleties involved in the teaching and learning process. This sensitivity from the client systems would seem to be the start in providing assistance for the target group. Various workshops are in the planning stage which will focus on this problem. It appears that several forces are working together to improve staff development. However, this is viewed as a continuous effort which will require intensive focus over a significant time frame. Therefore, an objective evaluation cannot occur at this time.

Implications of the Study for Community Colleges

In order that an in-depth analysis could be made, this study was limited to field testing strategies for a staff development program for part-time faculty at one institution.

It was felt, however, that the results of the knowledge base, client system survey, and the field study could be applicable and useful for other community colleges who are planning staff development programs for part-time faculty.

1. A systematic approach to change can help facilitate educational priorities.
2. Combining the systematic process of problem-solving with a humanistic model of participative management can improve the productivity of the community college while still focusing on humanistic goals.
3. A staff development program for part-time faculty can help provide direction, support and improved instruction in the community colleges.

Implications of the Study for Change Agents

The following recommendations represent what are believed to be the most important implications of the study for change agents.

Stage I. Building a Relationship

1. Provide adequate time (at least eight months to one year) for building a relationship with the client system.
2. Analyze the norms, shared beliefs, and behaviors of the target group.
3. Identify the formal and informal leaders of the client systems. The more clearly defined and structured the chain of command is in a particular office, the more important it is for the change agent to establish rapport with the leaders.
4. Realize the advantages and disadvantages of being an inside change agent. The advantages are that the system is familiar, there is an understanding of the language and the norms. However, the role may not be viewed as a legitimate change agent and there may not be an adequate power base. The inside change agent may also lack perspective and may not have the specialized training or skills needed.

Stage II. Diagnosing Needs

1. Avoid too much diagnosis. Diagnosis is an important step, however, the change agent can spend too much time and energy just in the process of defining the problem and become overwhelmed at the number of problems.
2. Make a conscious effort to avoid imposing personal perspectives.
3. Probe for deeper concerns rather than concentrating attention on obvious and surface problems.

Stage III. Determining Objectives and Acquiring Resources

1. Determine goals and objectives.
2. Utilize the services of key offices to assist in searching and obtaining resources.
3. Build and maintain a system of awareness through periodicals, personal contacts, etc.

Stage IV. Choosing Solutions

1. List criteria needed (workability, reliability, cost benefits, etc.)
2. Experiment and discard solutions which are not successful.

Stage V. Gaining Acceptance

1. Keep program flexible -- change order of steps if necessary.
2. Listen to the client system in terms of their personal reactions to the program and activities.
3. Involve all participants of the client system in all stages of program planning. Make certain they understand goals, objectives.

Stage VI. Generating Self-Renewal

1. Establish continuing advisory group.
2. Allow time for long range planning and future-oriented problems.
3. Bring in outside evaluators and build in a continuing evaluation system.

Implications for Further Study

The data gathered for this study have provided some information and recommendations concerning the formulation of guidelines for a staff development program for part-time faculty. The study also revealed other problem areas about which more information will be required. The following topics are noted as suggestions for further study and research:

1. An evaluative study of existing procedures and practices for orienting part-time faculty in the community college.
2. A study of the self-concept of part-time faculty in relation to their role.
3. A study of the self-concept of the student in relation to the part-time faculty and the student's educational goals.

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Appendices

Appendix A

Questionnaire of Part- Time Faculty's Problems

DATE: May 28, 1975

RE: Questionnaire of Part-time Faculty Problems

I. Content

Following is a list of twelve problems considered to be most common to part-time faculty. Please rank the five which you perceive to be most important. (One being most important, five being the least important.)

1. Adapting instructions to individual academic differences.
2. Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)
3. Developing satisfactory tests and examinations.
4. Meeting differences in the educational needs of terminal and pre-professional or transfer students.
5. Knowing what is expected regarding the total amount of the part-time faculty's responsibilities.
6. Understanding the characteristics of community college students.
7. Understanding the role of this college in the community.
8. Understanding grading standards.
9. Understanding the general education objectives and program of the college.
10. Understanding the administrative structure of the college to know whom to consult regarding a particular problem.
11. Understanding the responsibilities of part-time faculty for keeping and making out official records and reports.
12. Obtaining help in instructional improvement.

II. Delivery Method

What delivery method(s) would you prefer for a Staff Development Program for part-time faculty? (Circle Choice(s))

- | | |
|---|---|
| <p>A. <u>Group Activities</u></p> <ol style="list-style-type: none"> 1. Discussion--Small groups 2. Seminars 3. Workshops 4. Speeches-Lectures 5. Tours | <p>B. <u>Individual Activities</u></p> <ol style="list-style-type: none"> 6. Reading Materials 7. Tape and Cassettes (take home package) 8. Slide-Tape Presentation <p>C. <u>Combination of Activities</u></p> |
|---|---|

III. Length of Time

Circle the time you would be willing to spend in a Staff Development Workshop.

$\frac{1}{2}$ day	1 day	1 weekend	1 week	1 evening	3 evenings during the year
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Please use back of page for additional responses and comments.

Please return this questionnaire as soon as possible to the Continuing Education Office.

Appendix B

Outline of Structured Interviews

The following basic questions formed the framework of each interview.

1. What would you identify as your major professional problems and/or needs?
2. What kind of procedural questions have you encountered? (Examples)
 - a. Am I required to keep roll?
 - b. How do I contact a student who has missed several classes?
 - c. May I give a break?
 - d. What do I do for chalk, eraser?
 - e. What do I do if I have to miss a class?
 - f. How do I go about ordering a film or other media?
3. What kind of substantive questions have you encountered? (Examples)
 - a. If there is no syllabus or no text book for the course, can I determine the appropriate content?
 - b. What do I do to get answers to questions I can't answer?
 - c. Where can I go to get information about the background of students in my class?
 - d. What is the grading system?
 - e. If I catch a student cheating, what do I do?
 - f. What do I do now that half my students failed the first test?
4. What do you consider to be your "status" at the college? How do you compare yourself to the full-time faculty? How would you describe the relationship between full- and part-time faculty?
5. What were the most effective academic or work experience that helped you most in teaching? What elements were missing in preparing you for the classroom?
6. What is your impression of the "climate" at Delta in terms of the acceptance part-time faculty?
7. Do you have sufficient resources (learning and visual aids and tapes, etc.) to aid you in effectively teaching?
8. Have you become involved in non-teaching duties? What were they?
9. What type of staff development program would benefit you most?
10. How much time would you be willing to spend in a staff development program?
11. What are the rewards and frustrations that you have experienced in teaching part-time at Delta College?

Appendix C

Faculty Opinion Questionnaire

Faculty Opinion Questionnaire

The Teaching/Learning Center is presently in the process of formulating plans for faculty workshops/seminars to be held this fall. We need your assistance in determining two important items: content and time. Please indicate below some of the topics you would like to know more about in the general area of instructional development and pupil learning. If you would be interested in attending one or more workshops/seminars concerning any of these (or additional) topics, please circle your choice.

Content	High Interest			Low Interest	
Instructional Objectives, e.g. defining goals and objectives, writing clearly defined behavioral objectives; etc.	1	2	3	4	5
Evaluation Procedures, e.g., norm and criterion referenced tests; developing teacher-designed achievement tests (based on behavioral objectives); advantages-disadvantages of: multiple-choices, true-false, matching, and essay tests; etc.	1	2	3	4	5
Self-Instructional Programs, e.g., general introduction; how to develop; how to use; etc.	1	2	3	4	5
Instructional Strategies, e.g., guidelines for teaching memorization, concepts, and principles; organization and presentation of information, types of practice, and feedback to students; etc.	1	2	3	4	5
Modes of Instruction, e.g., tutoring; lecture; discussion; etc.	1	2	3	4	5

Any others which may be of interest to you but which are not mentioned above? If so, please indicate below (be as specific as possible):

What particular time(s) and day(s) is(are) best for you (during the Fall Semester)?

Appendix D

Workshop Evaluation Form

WORKSHOP EVALUATION FORM

I. As you review the week's activities, what THREE activities were MOST USEFUL TO YOU?

1.

2.

3.

II. What three activities were LEAST USEFUL TO YOU?

1.

2.

3.

III. Which of your personal learning goals did the WORKSHOP FAIL TO MEET?

IV. Which of your personal learning goals did the WORKSHOP MEET?

Appendix E

Respondent's Comments and Suggestions

RESPONDENT'S COMMENTS AND SUGGESTIONS

The questionnaire provided for write-in responses and elicited numerous comments and suggestions concerning the problem of part-time faculty. The remarks are summarized as follows:

1. I believe an inservice workshop is necessary and it should require active participation by the part-time.
2. Overall a good college--glad to be part of it. Do find it difficult however to set new teaching assignments.
3. Part-time should be more involved with matters affecting them, such as benefits, rights, compensation. All part-time should be evaluated once a year, by a supervisor from their division, including class room observation, student evaluation is not enough.
4. Diffuculty in obtaining "desk copy" material for review for possible use in the class of various materials. Also, some problem in arranging schedule of what semesters one may be teaching.
5. Do not consider any above as real problem areas. I want to improve my skills as a teacher, however, a handbook would help.
6. Parking should be provided in faculty areas at night. Full-time faculty don't use facilities then.
7. Feel I have been able to get any questions answered easily and have not run into any problems. Staff has been most helpful steering me in the right directions.
8. The real problem of the part-time is his general isolation from others doing similar jobs and from the regular faculty. Many of the areas of concern that I ranked number 1-7 could probably be erased through greater contact with other professionals at the college plus a guidebook with dates and procedures.
9. We need lists of prerequisites and credits accepted by University of Michigan and Michigan State University.
10. Some of the text book information I am required to teach is at least twenty years out of date with industry practices.
11. I would be very interested in knowing if any course outlines are available and if so, how I might obtain them. (I'm curious as to what other instructors teach so that I might add or delete accordingly to my own classes).
12. Everything is satisfactory--I get help from my co-teachers and a very understanding and helpful hand from the administration. It would help if procedures were in writing.

13. Number ten is the only one that I find difficulty with, and that isn't major. It would help to work more closely with the full-time faculty.
14. I would like to receive some up-to-date methods for improving teaching of shorthand and typing. (Either printed material or inservice workshop).
15. These things touch only the surface and could be handled in a basic orientation program except for number twelve. The real problems go a lot deeper. Even more important, I feel such things as office space, mailbox to receive department communications, etc. are needed. This would help the part-time feel he belongs and isn't just a temporary need. Plus, and very critical, up date of full faculty on value of part-time so that they compliment each other. Part-time and full-time faculty should be part of a total unit--they are not at the present time. They function as separate units--this hurts students and the college alike.
16. I think the previous question would merit a yes so long as the materials are accompanied by personal contact with other faculty as part of an orientation program. Communication is vital. Your office has been very good at giving information.
17. Sooner notification of class assignments.
18. Haven't felt I've had many of these problems. I have felt isolated from the full-time faculty. I think that a serious communication problem.
19. I made a point of becoming as involved with my department as distances would permit and found the experience a valuable one and one that I would encourage.
20. The problems listed above are not ranked because as far as I know, they've never been problems to me. The only possible exception is the question of grading standards which I had never thought of as a problem until a spate of articles on grade inflation in the college led me to wonder if my grading standards are unduly harsh. Also, improving my teaching skills, but that's a big area.
21. I am responding to this as an instructor coming from outside the area, teaching one course in cooperation with Michigan State University. I do not expect to be at Delta again until the fall of 1976. I do think faculty orientations can be valuable and perhaps if "packaged materials" were a part of Delta's orientation system, even if I and others like me could not make it for the regular program, at least we could spend some time with those materials. This would presume the knowledge of the availability of such materials.
22. The ranking order may change as I gain Community College Teaching Experience.

14. I would like to receive some up-to-date methods for improving teaching of shorthand and typing. (Either printed material or inservice workshop).
15. These things touch only the surface and could be handled in a basic orientation program except for number twelve. The real problems go a lot deeper. Even more important, I feel such things as office space, mailbox to receive department communications, etc. are needed. This would help the part-time faculty feel he belongs and isn't just a temporary need. Plus, and very critical, up date of full faculty on value of area professionals so that they compliment each other. Part-time and full-time faculty should be part of a total unit--they are not at the present time. They function as separate units--this hurts students and the college alike.
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22. The ranking order may change as I gain Community College Teaching Experience.
23. I would like to get together as the staff once or twice a year.
24. Out of the twelve problems listed only 12, 1, and 3 were real problems and 8 was of some concern. The other 8 items were never problems. In fact, my worse complaint was the total isolation I felt from the

the faculty, particularly in my department (social science). Since my office was totally removed from them, there has never been any interaction. Whenever I specifically asked for help, I got it, but a new member of the faculty needs a little more sense of belonging to do a really good job.

25. This is more of a particular situation in that it would be better if the full-time faculty members of a department would sit down in a workshop with part-time faculty and integrate lesson/lecture programs. I can see objections to this in the sense that each instructor can recommend her/his own preference of books!
26. I feel that some of the Off-Campus Center Directors and/or their assistants are unable or unwilling to answer students' questions about enrollment, prerequisite courses, etc. Also, especially at holiday times, there is considerable uncertainty about whether or not the classrooms will be open for Delta's use since the custodial staff often goes on vacation. It's nice to know your office is interested in eliminating our problems.
27. It would be helpful to have information regarding how Delta is set up, as a catalog, what Delta offers, what requirements are, telephone numbers, and general college policies.
28. I would like an opportunity to exchange ideas, aids, etc. with full-time teachers in my area (technical writing).
29. After ranking the above 12, I feel I could shuffle a few numbers around, but basically they're in a rank important to me. Actually, they all seem to be important and are difficult to rank.
30. Academic freedom--how much? Getting films--off campus very difficult.
31. Would like to see some guidelines on academic freedom, i.e., choice of textbook, work materials, standards, etc.
32. I think the inservice workshop would be of more help if it came after a couple of weeks of instruction when problems are more apparent.
33. Should meet with appropriate discipline during faculty orientation.

Appendix F

Outline of Fall Orientation

161
FALL ORIENTATION, FALL 75

General Objectives:

<u>Activities</u>	<u>Objectives</u>	<u>Evaluation</u>
5:00 p.m. Part-time Faculty Meeting		
1. Discussed student rights, passed out student handbook, payroll forms, discussed characteristics of the evening community college student.	To acquaint part-time faculty student rights.	X
2. Discussed the administrative organization chart at Delta College. Discussed services of the various college offices, hours open, etc.	To explain to part-time faculty where to go if they need a particular service.	X
3. Discussed responsibilities of full-time faculty at Delta. (See Appendix). All of these apply to part-time faculty except for items No. 1 and 10.	To make part-time faculty aware of their total responsibility.	X
4. Briefly discussed procedural problems and explained that Faculty Guidebooks for part-time faculty will be sent within the next two weeks.	To make part-time faculty aware of Delta policies and procedures.	X
5. Introduced two members of the Teaching/Learning Center. Explain their accountabilities and the services of their office. Passed out literature pertaining to the services offered in the Teaching/Learning Center. Explained that a faculty questionnaire would be distributed to them within three weeks asking for workshop topics.	To make faculty aware of the instructional services provided by the Teaching/Learning Center.	X
Guest Speaker, John Demidovich 7:00 p.m.	"Ideas-How to Create Them, How Not to Suppress Them"	X
Division Meeting 8:00 p.m.	To stimulate new teaching ideas for area professionals.	X

Appendix G

Data Tables

Appendix G

**Table I-Frequency Distribution of Ranked
Responses by Part-Time Faculty**

TABLE G-1
FREQUENCY DISTRIBUTION OF RANKED RESPONSES BY PART-TIME FACULTY

ITEM	% LEFT UNRANKED		% PREFERRED NUMBER ONE		% PREFERRED NUMBER TWO		% PREFERRED NUMBER THREE		% PREFERRED NUMBER FOUR		% PREFERRED NUMBER FIVE	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Academic Differences	55	37.9	18	12.42	14	9.66	10	6.9	28	19.32	20	13.8
2. Instructional Materials	45	31.0	15	10.35	20	13.8	21	14.49	18	12.42	26	17.94
3. Test Development	95	65.5	4	2.76	14	9.66	7	4.83	11	7.59	14	9.66
4. Goal Differences	105	72.4	5	3.45	6	4.14	14	9.66	10	6.9	5	3.45
5. Job Expectation	30	20.7	56	38.54	25	17.25	17	11.73	11	7.59	6	4.14
6. Student Characteristics	111	73.5	1	.69	8	5.52	5	3.45	8	5.52	12	8.28
7. College's Role	121	83.4	3	2.07	1	.69	5	3.45	5	3.45	10	6.9
8. Grading Standards	111	76.5	7	4.83	5	3.45	6	4.14	10	6.9	6	4.14
9. General Objectives	116	77.9	2	1.38	9	6.21	4	4.83	7	4.83	7	4.83
10. Administrative Structure	41	28.2	18	12.42	35	24.15	32	22.08	16	11.04	3	2.07
11. Official Records	128	88.27	2	1.38	2	1.38	7	4.83	5	3.45	1	.69
12. Instructional Improvement	51	35.14	17	11.73	14	9.66	24	16.56	19	13.11	20	13.80

Appendix G

Table II-Frequency Distribution of Ranked Responses by Full-Time Faculty

TABLE G-2
FREQUENCY DISTRIBUTION OF RANKED RESPONSES BY FULL-TIME FACULTY

ITEM	% LEFT UNRANKED		% PREFERRED NUMBER ONE		% PREFERRED NUMBER TWO		% PREFERRED NUMBER THREE		% PREFERRED NUMBER FOUR		% PREFERRED NUMBER FIVE	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Academic Differences	11	55	0	0	2	10	3	15	4	20	0	0
2. Instructional Materials	9	45	0	0	3	15	2	10	5	25	1	5
3. Test Development	9	45	5	25	5	25	0	0	0	0	1	5
4. Goal Differences	19	95	0	0	0	0	0	0	1	5	0	0
5. Job Expectation	10	50	3	15	1	5	2	10	1	5	3	15
6. Student Characteristics	3	15	3	15	0	0	2	10	2	10	10	50
7. College's Role	18	90	1	5	0	0	1	5	0	0	0	0
8. Grading Standards	8	40	5	25	5	25	0	0	1	5	1	5
9. General Objectives	16	80	1	5	1	5	1	5	1	5	0	0
10. Administrative Structure	13	65	0	0	1	5	2	10	3	15	1	5
11. Official Records	18	90	0	0	1	5	0	0	0	0	1	5
12. Instructional Improvement	7	35	1	5	1	5	7	35	1	5	3	15

Appendix G

**Table III-Frequency Distribution of Ranked
Responses by Division Chairmen**

TABLE G-3
FREQUENCY DISTRIBUTION OF RANKED RESPONSES BY DIVISION CHAIRPERSONS

ITEM	% LEFT UNRANKED		% PREFERRED NUMBER ONE		% PREFERRED NUMBER TWO		% PREFERRED NUMBER THREE		% PREFERRED NUMBER FOUR		% PREFERRED NUMBER FIVE	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Academic Differences	7	77.7	1	11.1	0	0	0	0	1	11.1	0	0
2. Instructional Materials	4	44.4	3	33.3	0	0	1	11.1	1	11.1	0	0
3. Test Development	5	55.5	1	11.1	0	0	0	0	2	22.2	1	11.1
4. Goal Differences	7	77.7	0	0	1	11.1	0	0	0	0	0	0
5. Job Expectation	0	0	2	22.2	1	11.1	1	11.1	1	11.1	4	44.4
6. Student Characteristics	5	55.5	1	11.1	1	11.1	1	11.1	0	0	1	11.1
7. College's Role	6	66.6	1	11.1	0	0	2	22.2	0	0	0	0
8. Grading Standards	4	44.4	2	22.2	2	22.2	1	11.1	0	0	0	0
9. General Objectives	4	44.4	0	0	3	33.3	1	11.1	0	0	1	11.1
10. Administrative Structure	4	44.4	0	0	3	33.3	1	11.1	0	0	1	11.1
11. Official Records	7	77.7	1	11.1	0	0	0	0	1	11.1	0	0
12. Instructional Improvement	3	33.3	2	22.2	2	22.2	0	0	1	11.1	1	11.1

Appendix G

Table IV-Frequency Distribution of Ranked Responses by Administrators

TABLE G-4
FREQUENCY DISTRIBUTION OF RANKED RESPONSES BY ADMINISTRATORS

ITEM	% LEFT UNRANKED		% PREFERRED NUMBER ONE		% PREFERRED NUMBER TWO		% PREFERRED NUMBER THREE		% PREFERRED NUMBER FOUR		% PREFERRED NUMBER FIVE	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Academic Differences	1	20	2	40	0	0	1	20	1	20	0	0
2. Instructional Materials	3	60	0	0	0	0	0	0	0	20	1	20
3. Test Development	4	80	0	0	0	0	0	0	0	0	1	20
4. Goal Differences	2	40	0	0	1	20	0	0	2	40	0	0
5. Job Expectation	3	60	0	0	0	0	1	20	1	20	0	0
6. Student Characteristics	3	60	1	20	0	0	0	0	0	0	1	20
7. College's Role	5	100	0	0	0	0	0	0	0	0	0	0
8. Grading Standards	5	100	0	0	0	0	0	0	0	0	0	0
9. General Objectives	2	40	0	0	3	60	0	0	0	0	0	0
10. Administrative Structure	1	20	0	0	0	0	3	60	0	0	1	20
11. Official Records	5	100	0	0	0	0	0	0	0	0	0	0
12. Instructional Improvement	2	40	2	40	0	0	0	0	0	0	1	20

Appendix G

Table V-Summarized Ranked and Unranked Responses by Part-Time Faculty

Problem

- | | |
|---------------------------------|--|
| 1. Student Academic Differences | Fifty-five (38%) left it blank and ninety (62%) ranked it in the top five problems. |
| 2. Instructional Materials | Forty-five (32%) left it blank and one hundred (68%) ranked it in the top five problems. |
| 3. Developing Tests | Ninety-five (64%) left it blank and fifty (36%) ranked the problem. |
| 4. Student Goal Differences | One hundred and five (73%) left it blank and forty (27%) ranked the problem. |
| 5. Job Expectations | Thirty (20%) left it blank and one hundred fifteen (79%) ranked it in the top five problems. |
| 6. Student Characteristics | One hundred eleven (76%) left it blank and thirty-five (24%) ranked the problem. |
| 7. College Role | One hundred twenty-one (84%) left it blank while twenty-four (16%) ranked the problem. |
| 8. Grading Standard | Twenty-three (77%) left it blank while sixty-four (23%) ranked the problem. |
| 9. College Objectives | One hundred sixteen (78%) left it blank while twenty-nine (22%) ranked the problem. |
| 10. Administrative Structure | Forty-one (29%) left it blank while one hundred and four (74%) ranked it in the top five problems. |
| 11. Official Records | One hundred and twenty-eight (89%) left it blank while seventeen (11%) ranked the problem. |
| 12. Instructional Improvement | Fifty-one (34%) left it blank while ninety-four (66%) ranked it in the top five problems. |

Appendix G

Table VI-Summarized Ranked and Unranked Responses by Full-Time Faculty

Full-Time FacultyProblem

- | | |
|---------------------------------|--|
| 1. Student Academic Differences | Eleven (55%) left it blank and nine (45%) ranked the problem. |
| 2. Instructional Materials | Nine (45%) left it blank and eleven (55%) ranked it among the five problems. |
| 3. Developing Tests | Nine (45%) left it blank and nine (45%) ranked it among the top five problems. |
| 4. Student Goal Differences | Nineteen (95%) left it blank and one person (5%) ranked the problem. |
| 5. Job Expectations | Ten (50%) left it blank and ten (50%) ranked the problem. |
| 6. Student Characteristics | Three (15%) left it blank and seventeen (85%) ranked it among the top five problems. |
| 7. College Role | Eighteen (90%) left it blank and two (10%) ranked the problem. |
| 8. Grading Standard | Eight (40%) left it blank and twelve (60%) ranked it among the top five problems. |
| 9. College Objectives | Sixteen (80%) left it blank and four (20%) ranked the problem. |
| 10. Administrative Structure | Thirteen (65%) left it blank and seven (35%) ranked the problem. |
| 11. Official Records | Eighteen (90%) left it blank and two (10%) ranked the problem. |
| 12. Instructional Improvement | Seven (35%) left it blank and thirteen (65%) ranked it among the top five problems. |

Appendix G

**Table VII-Summarized Ranked and Unranked
Responses by Division Chairmen**

Problem

- | | |
|---------------------------------|---|
| 1. Student Academic Differences | Seven (78%) left it blank and two (22%) ranked the problem. |
| 2. Instructional Materials | Four (45%) left it blank and five (55%) ranked it in the top five problems. |
| 3. Developing Tests | Five (56%) left it blank and four (44%) ranked the problem. |
| 4. Student Goal Differences | Seven (85%) left it blank and one (11%) ranked the problem. |
| 5. Job Expectations | No one left it blank and nine (100%) ranked it in the top five problems. |
| 6. Student Characteristics | Five (56%) left it blank and four (44%) ranked the problem. |
| 7. College Role | Six (67%) left it blank and three (33%) ranked the problem. |
| 8. Grading Standard | Four (45%) left it blank and five (55%) ranked it in the top five problems. |
| 9. College Objectives | Four (45%) left it blank and five (55%) ranked it in the top five problems. |
| 10. Administrative Structure | Four (45%) left it blank and five (55%) ranked it in the top five problems. |
| 11. Official Records | Seven (78%) left it blank and two (22%) ranked the problem. |
| 12. Instructional Improvement | Three (34%) left it blank and six (66%) ranked it in the top five problems. |

Appendix G

Table VIII-Summarized Ranked and Unranked Responses by Administrators

AdministratorsProblem

- | | |
|---------------------------------|---|
| 1. Student Academic Differences | One person (20%) left it blank and four (80%) ranked it in the top five problems. |
| 2. Instructional Materials | Three (60%) left it blank and two (40%) ranked the problem. |
| 3. Developing Tests | Four (80%) left it blank and one (20%) ranked the problem. |
| 4. Student Goal Differences | Two (40%) left it blank and three (60%) ranked it in the top five problems. |
| 5. Job Expectations | Three (60%) left it blank and two (40%) ranked the problem. |
| 6. Student Characteristics | Three (60%) left it blank and two (40%) ranked the problem. |
| 7. College Role | Five (100%) left it blank and no one ranked the problem. |
| 8. Grading Standard | Five (100%) left it blank and no one ranked the problem. |
| 9. College Objectives | Two (40%) left it blank and three (60%) ranked it in the top five problems. |
| 10. Administrative Structure | One (20%) left it blank and four (80%) ranked it in the top five problems. |
| 11. Official Records | Five (100%) left it blank and no one ranked the problem. |
| 12. Instructional Improvement | Two (40%) left it blank and three (60%) ranked it in the top five problems. |

APPENDIX G

**Table IX - Frequency Distribution of Group Responses
Compiled Raw and Factored Response for the Twelve Item Questionnaire**

G-9 FREQUENCY DISTRIBUTION OF GROUP RESPONSES

TABLE #9 - COMPILED RAW AND FACTORED RESPONSES FOR THE TWELVE ITEM QUESTIONNAIRE

ITEM #1: STUDENT ACADEMIC DIFFERENCES

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	55		18	18	14	14	10	28	28		20	20	145	145
Full-Time	11	99	0	0	2	18	3	4	36	0	0	0	20	180
Administrators	1	2	2	4	0	0	1	1	2	0	0	0	5	10
Division Chm.	7		1	1	0	0	0	1	1	0	0	0	9	9
Total Number	74	163	21	23	16	32	14	34	67	20	20	20	179	344
Per Cent	41.34	47.38	11.73	6.69	8.94	9.30	7.82	11.34	18.99	11.48	11.17	5.81		

ITEM #2: INSTRUCTIONAL MATERIALS

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	45	45	15	15	20	20	21	21	18	18	26	26	145	145
Full-Time	9	81	0	0	3	27	2	18	5	45	1	9	20	180
Administrators	3	6	0	0	0	0	0	0	0	0	1	2	4	8
Division Chm.	4	4	3	3	0	0	1	1	1	1	0	0	9	9
Total Number	61	136	18	18	23	47	24	40	24	64	28	37	178	342
Per Cent	34.27	39.77	10.11	5.26	12.92	13.47	13.48	11.70	13.48	18.71	15.73	10.82		

TABLE #9 - FREQUENCY DISTRIBUTION OF COMPILED RAW AND FACTORED RESPONSES

ITEM #3: DEVELOPING TEST

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	95	95	4	4	14	14	7	7	11	11	14	14	145	145
Full-Time	9	81	5	45	5	45	0	0	0	0	1	9	20	180
Administrators	4	8	0	0	0	0	0	0	0	0	1	2	5	10
Division Chm.	5	5	1	1	0	0	0	0	2	2	1	1	9	9
Total Number	113	189	10	50	19	59	7	7	13	13	17	26	179	344
Per Cent	63.13 54.94		5.59 14.53		10.61 17.15		3.91 2.03		7.26 3.78		9.50 7.56			

ITEM #4: STUDENT GOAL DIFFERENCES

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	105	105	5	5	6	6	14	14	10	10	5	5	145	145
Full-Time	19	171	0	0	0	0	0	0	1	9	0	0	20	180
Administrators	2	4	0	0	1	2	0	0	2	4	0	0	5	10
Division Chm.	8	8	0	0	1	1	0	0	0	0	0	0	9	9
Total Number	133	287	5	5	8	9	14	14	13	23	5	5	178	343
Per Cent	74.72 83.67		2.81 1.46		4.49 2.62		7.87 4.08		7.30 6.71		2.81 1.46			

TABLE #9 - FREQUENCY DISTRIBUTION OF COMPILED RAW AND FACTORED RESPONSES

ITEM #5: JOB EXPECTATION

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	30	30	56	56	25	25	17	17	11	11	6	6	145	145
Full-Time	10	90	3	27	1	9	2	18	1	9	3	27	20	180
Administrators	3	6	0	0	0	0	1	2	1	2	0	0	5	10
Division Chm.	0	0	2	2	1	1	1	1	1	1	4	4	9	9
Total Number	43	126	61	85	27	35	21	38	14	23	13	37	179	344
Per Cent	24.02	36.63	34.08	24.71	15.08	10.17	11.73	11.05	7.82	6.69	7.26	10.76		

ITEM #6: STUDENT CHARACTERISTICS

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	111	111	1	1	8	8	5	5	8	8	12	12	145	145
Full-Time	3	27	3	27	0	0	2	18	2	18	10	90	20	180
Administrators	3	6	1	2	0	0	0	0	0	0	1	2	5	10
Division Chm.	5	5	1	1	1	1	1	1	0	0	1	1	9	9
Total Number	123	149	6	31	9	9	8	24	10	26	24	105	179	344
Per Cent	68.16	43.31	3.35	9.01	5.03	2.62	4.47	6.98	5.59	7.56	13.41	30.52		

TABLE #9 - FREQUENCY DISTRIBUTION OF COMPILED RAW AND FACTORED RESPONSES

ITEM #7: COLLEGE RCLE

Response	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	Group	R	F	R	F	R	F	R	F	R	F	R	F	F
Part-Time	121	121	3	3	1	1	5	5	5	10	10	145	145	
Full-Time	18	162	1	9	0	0	1	9	0	0	0	20	180	
Administrators	5	10	0	0	0	0	0	0	0	0	0	5	10	
Division Chm.	6	6	1	1	0	0	2	2	0	0	0	9	9	
Total Number	150	299	5	13	1	1	8	16	5	10	10	179	344	
Percent	83.80	86.92	2.79	3.78	.56	.29	4.47	4.65	2.79	1.45	5.59	2.91		

ITEM #8: GRADING STANDARD

Response	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	Group	R	F	R	F	R	F	R	F	R	F	R	F	F
Part-Time	111	111	7	7	5	5	6	6	10	10	6	145	145	
Full-Time	8	72	5	45	5	45	0	0	1	9	1	20	180	
Administrators	5	10	0	0	0	0	0	0	0	0	0	5	10	
Division Chm.	4	4	2	2	2	2	1	1	0	0	0	9	9	
Total Number	128	197	14	54	12	52	7	7	11	19	7	179	344	
Percent	71.51	57.27	15.38	21.09	13.19	20.31	7.69	2.73	12.09	7.42	7.69	5.86		

TABLE #9 - FREQUENCY DISTRIBUTION OF COMPILED RAW AND FACTORED RESPONSES

ITEM #9: COLLEGE OBJECTIVES

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	111	111	7	7	5	5	6	6	10	10	6	6	145	145
Full-Time	8	72	5	45	5	45	0	0	1	9	1	9	20	180
Administrators	5	10	0	0	0	0	0	0	0	0	0	0	5	10
Division Chm.	4	4	2	2	2	2	1	1	0	0	0	0	9	9
Total Number	128	197	14	54	12	52	7	7	11	19	7	15	179	344
Per Cent	71.51	57.27	7.82	15.70	6.70	15.12	3.91	2.03	6.15	5.52	3.91	4.36		

ITEM #10: ADMINISTRATIVE STRUCTURE

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	41	41	18	18	35	35	32	32	16	16	3	3	145	145
Full-Time	13	117	0	0	1	9	2	18	3	27	1	9	20	180
Administrators	1	2	0	0	0	0	3	6	0	0	1	2	5	10
Division Chm.	4	4	0	0	3	3	1	1	0	0	1	1	9	9
Total Number	59	164	18	18	39	47	38	57	19	43	6	15	179	344
Per Cent	32.96	47.67	10.06	5.23	21.79	13.66	21.23	16.57	10.61	12.50	3.35	4.36		

TABLE #9 - FREQUENCY DISTRIBUTION OF COMPILED RAW AND FACTORED RESPONSES

ITEM #11: OFFICIAL RECORDS

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	128	128	2	2	2	2	7	7	5	5	1	1	145	145
Full-Time	18	162	0	0	1	9	0	0	0	0	1	9	20	180
Administrators	5	10	0	0	0	0	0	0	0	0	0	0	5	10
Division Chm.	7	7	1	1	0	0	0	0	1	1	0	0	9	9
Total Number	158	307	3	3	3	11	7	7	6	6	2	10	179	344
Per Cent	88.26	89.24	1.68	.87	1.68	3.20	3.91	2.03	3.35	1.74	1.12	2.91		

ITEM #12: INSTRUCTIONAL IMPROVEMENT

Response Group	Unranked		Ranked #1		Ranked #2		Ranked #3		Ranked #4		Ranked #5		Total	
	R	F	R	F	R	F	R	F	R	F	R	F	R	F
Part-Time	51	51	17	17	14	14	24	24	19	19	20	20	145	145
Full-Time	7	63	1	9	1	9	7	63	1	9	3	27	20	180
Administrators	2	4	2	4	0	0	0	0	0	0	1	2	5	10
Division Chm.	3	3	2	2	2	2	0	0	1	1	1	1	9	9
Total Number	63	121	22	32	17	25	31	87	21	29	25	50	179	344
Per Cent	35.20	35.17	12.29	9.30	9.50	7.27	17.32	25.29	11.73	8.43	13.97	14.53		

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