34315

NAME OF AUTHOR/*NOM DE L'AUTEUR* Wilbur John Collin

TITLE OF THESIS/*TITRE DE LA THÈSE* A Model for the Analysis of Staff Development in a Post-Secondary Educational Institution

UNIVERSITY/*UNIVERSITÉ* University of Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/
GRADE POUR LEQUEL CETTE THESE FUT PRÉSENTÉE PhD

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1977

NAME OF SUPERVISOR/*NOM DU DIRECTEUR DE THÈSE* Dr E. Ingram.

DATED/*DATÉ* Sept 22/77   SIGNED/*SIGNÉ* W J Collin

PERMANENT ADDRESS/*RÉSIDENCE FIXÉ* Olds College
Olds, Alberta   TOM ?(

THE UNIVERSITY OF ALBERTA

A MODEL FOR THE ANALYSIS OF STAFF

DEVELOPMENT IN A POST-SECONDARY

EDUCATIONAL INSTITUTION

by

(C)   WILBUR JOHN COLLIN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY
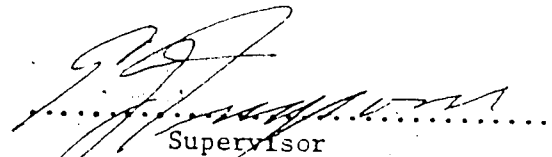
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA
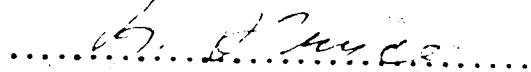
FALL, 1977

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to
the Faculty of Graduate Studies and Research, for acceptance, a
thesis entitled A MODEL FOR THE ANALYSIS OF STAFF DEVELOPMENT IN A
POST-SECONDARY EDUCATIONAL INSTITUTION submitted by Wilbur John
Collin in partial fulfillment of the requirements for the degree of
Doctor of Philosophy.
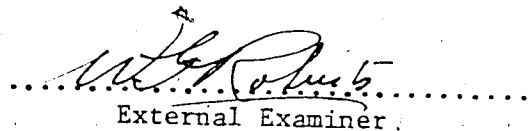
....
Supervisor

Arthur K Deane
....

R.S. McIntosh
....

....

....
External Examiner

Date ....May 8........., 1977

ABSTRACT

The primary purposes of this study were to define staff development in developmental terms, to develop a paradigm in keeping with the definition of staff development used, and to illustrate the use of the paradigm through an analysis of case studies of staff development in two community colleges.

The thesis is divided into three parts. The first part provides the background to the study; the statement of the problem, need for and significance of the study, definition of staff development and the research design. The second part includes a review of four bodies of literature used in developing the analytical framework and a detailed description of the analytical framework. Part three includes a case study of staff development in Grant MacEwan Community College and one of staff development in Mount Royal College, each presented in both an historical and an analytical perspective. The final chapter in part three includes a summary of findings, implications of the study and suggestions for further study.

Staff development in this thesis is defined in terms of organizational self-renewal. Conceptualizing staff development in this way, led to the identification of four bodies of literature, each of which contributed one dimension to the analytical framework. The analytical framework, thus, consisted of four dimensions, each composed of three or four variables.

The initial sample of six colleges, selected from the total

number of colleges in operation in the provinces of Manitoba, Saskatchewan, Alberta, and British Columbia in 1972 was reduced to two since this was judged to be sufficient to illustrate the use of the analytical framework.

The application of the framework to each of the two cases of staff development indicated that each of the thirteen variables was operative in the staff development program at both of the colleges. Nevertheless, through the use of the framework, emphases and gaps in staff development programs at each college were identified. The analysis also indicated that the framework could be used as a framework for planning staff development activities. Thus, it seems evident that the development of this analytical framework could contribute much to the development, implementation and analysis of an integrated staff development program at a community college.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

xiv

PART I

THE BASIS FOR THE STUDY

CHAPTER 1

THE PROBLEM

This thesis is concerned with staff development in the community college.

Staff development, a relatively recent term used to describe on-the-job training, has received increased attention in recent years, particulary since 1960; years when accountability, systems theory, evaluation and nonpunitive grading in community colleges were considered positive directions toward the future. Yet it is a concept that is not well defined, integrated or understood.

Thus, the purposes of this study were (1) to define the concept in terms of organizational self-renewal, (2) to develop an analytical framework that would aid in describing and analyzing staff development activities, programs and processes in community colleges, and (3) to illustrate the use of this framework through case studies of staff development in two community colleges in Alberta.

ORGANIZATION OF THE THESIS

This thesis is organized into three major parts. In Part I, the basis for the study is presented. Chapter 1 includes the identification of the problem, and details of the background and the significance of the study. Chapter 2 includes a discussion of the conceptualization of staff development and the need for an integrating framework. And Chapter 3 outlines the research design.

2

The first chapter of Part II (i.e., Chapter 4) a review of

literature and research relevant to the development of the analytical

framework is presented. The second chapter, Chapter 5, presents a

discussion of the development and description of the analytical framework.

In Part III, the analytical framework is applied to the staff

development activity at Grant MacEwan Community College and Mount Royal

College over the period of study. In the first section of each chapter

(i.e., Chapters 7 and 8) a historical description of the staff develop-

ment activity at each college is presented. The second section of each

contains an analysis of the staff development activities of each college

according to the analytical framework.

The final chapter in the thesis, Chapter 10, presents the summary,

conclusions and implications for further study.

BACKGROUND TO THE STUDY

Community Colleges

Identity. Post-secondary, non-university educational institutions

usually referred to as community, regional, junior or two-year colleges

or technical institutes (or some combination of those names), have been

in operation in North America only since the early 1900's. The first

such educational institution in Western Canada was founded slightly more

than sixty years ago in Calgary. It is, however, only during the past

twenty-five years that these colleges have grown significantly in

number, size, and diversity. In so doing they have just begun to

acquire their own identify, which clearly distinguishes them from both

secondary schools and universities.[1]

As of the time of completion of this study (1977) there were more than thirty post-secondary, non-university educational institutions in Western Canada. To group these institutions under one title such as "community colleges" belies their heterogeneity. Nevertheless, the term "community college" or "community-junior college" is becoming increasingly recognized and accepted as the means for identification of a "non-degree granting, public or private educational institution offering vocational-technical or university parallel studies in programs of one, two or three years duration" (Campbell, 1971:7).

Development. During the formative years, prior to World War II, most of the colleges and technical institutes in Western Canada were primarily either "vocational schools" with their curriculum clearly tied to the secondary school program, or "junior colleges," concerned largely with first and second year university courses. Thus, these "colleges" were operated either as junior partners to universities or by provincial departments of education as adjuncts to the secondary school system. As a result, the instructional staff for these various institutions came from either the secondary school system or the universities. As a consequence, the staff were on the whole a rather homogeneous lot, having either teacher training (i.e., pedagogy) or advanced degrees in the arts

---

[1]This point is developed in Thornton, James W. The Community Junior College, Third Edition (Wiley and Sons, Inc., New York, 1972) who writes: "during the sixties the community junior college finally attained full status as a member of the higher education establishment in the United States" (preface).

or sciences and teaching experience in a post-secondary institution.

The end of the Second World War, however, saw the beginning of a new era; an era of very rapid change and technological development and great interest in education, particularly education for semi-professional or para-professional careers. In the more mature college movement in the United States, this type and level of education had become the purview of the community college. Following this precedent the number, size, and diversity of colleges in Canada grew at a rapid rate.[2]

Goals and Educational Program. The type of terminal education developed by these colleges during their period of rapid growth was of a new type, a type different from that of their formative years. It was, on the one hand, vocational--that is: education for life support--and on the other hand, avocational--that is: education for life enrichment. Thus, these new institutions were hailed by many as "people's colleges," student centred educational institutions, institutions that gave every student a second-chance; met individual needs; humanized education; and were concerned with the full development of the human potential. As a result, they were seen by many as dynamic, growing, adaptable "opportunity colleges"; colleges that were at the forefront

_____

[2]Prior to 1946 only five post-secondary, non-degree granting institutions were in operation in Alberta, namely the Olds and Vermilion Schools of Agriculture, Camrose Lutheran College, Mount Royal College, and The Southern Alberta Institute of Technology. During the next twenty years, starting in 1951, six new community colleges were founded, namely Fairview (1951), Lethbridge (1957), N.A.I.T. (1961), Medicine Hat (1964), and Grande Prairie (1969) (Campbell, 1971:80-105).

of education, education that made men free. Thus, they began to attract

potential students and staff in large numbers.

Staff. As the colleges grew in number, size and diversity,

they increasingly became institutions apart from the secondary school

system and the universities, and as they increasingly emphasized educa-

tion for semi-professional and para-professional careers, they

increasingly employed staff with a wider and wider diversity of educa-

tional background and experience; that is, staff who were "hired not so

much for the degrees they possessed as for [their] knowledge of their

profession and their skill in teaching" (Campbell, 1971:8). This lack

of specific education or training for the role, was borne out in a study

by Tod (1969:25-26), which indicated that nearly thirty-five percent

of the community college faculty in Alberta held no university degree(s),

over sixty percent did not hold a teaching certificate, and over seventy-

five percent had no teaching experience in a post-secondary institution

prior to commencing their current employment.

In-Service Programs. During the years of rapid growth in size

and diversity, staff competence, vitality, and morale were maintained

largely by (a) the reduction of student/staff ratios, (b) the purchase

of such costly new instructional technology as videa tape systems, in-

structional computers, and learning machines, and (c) the recruitment of

new graduate students (M.Sc.'s and Ph.D.'s) with supposedly fresh ideas.[3]

---

[3]For a more detailed explanation of "staff development through
addition and substitution" see Bergquist, William H. and Phillips, Steven
R., "Components of an Effective Faculty Development Program," Journal of
Higher Education, Vol. XLVI, No.2 (March-April, 1975:177-211). Als see
Schultz, Raymond E., "Low Turnovers Create Staff Development Problems,"
Community College Review, Vol. 1, No. 1 (April, 1973).

Since the early 1970's, however, all institutions of higher education
have had to increasingly face the harsh realities of decreased funding,
steady-state or declining enrollment, and declining faculty mobility,
together with increasing demands for accountability from students,
parents, and provincial and federal governments. Thus, it became evident
that one of the few ways of maintaining instructional staff competence,
vitality, and morale was through the development of those already
employed. At the same time, the diveristy amongst both students and
staff, coupled with the developing image of the college as an open-door
educational institution providing high quality education (a paradox in
itself according to O'Banion [1972:1])[4] became an increasing concern
to college administrators. Many administrators recognized that if the
colleges were to achieve their avowed purposes, all college staff would
have to be exceedingly competent teachers. That is, the administrators
recognized that the success or failure of their institutions rested
upon the quality of the teaching staff. Thus, they began to take some
positive steps toward upgrading the faculty.

In doing this college administrators came up against another
problem: at that time (the late 1960's and early 1970's) few universities
in Western Canada offered programs specifically designed to prepare

---

[4]O'Banion obviously believes there is a direct relationship
between the quality of program and the level of entrance qualifications.
Thus, his assumption evidently is that since the open-door policy allows
persons with all types and levels of competencies to enter the institu-
tion or its programs, high level programs cannot be offered.

Another view of the relationship between quality and quantity is
that the open-door allows individuals to enter who may not have much
commitment to an education. If large numbers of such individuals are
allowed to enter a specific educational program, a high standard car ot
be maintained or achieved.

persons for the role of teaching in a community college[5]; therefore,
teacher training would have to become a part of the on-going program of
the colleges themselves. It also became evident that, due to rapid
change on all fronts, provision would have to be made for the continual
development of all staff. Thus, during the very late 1960's and early
1970's numerous conferences were held and publications appeared concerning
the need for in-service training or staff development in community
colleges. Concurrently, college requests for funds for staff travel to
attend conferences and workshops grew at a rapid rate.

Summary. The foregoing suggests that the community college is
one of the newest types of educational institutions in Canada. It is an
institution that has a mission different from that of the public school
or the university; an institution wherein success is dependent upon its
willingness and ability to recognize and to provide for new educational
needs, for the educational needs of a new group of students in a rapidly
changing society.

Thus, the success of the community college as an institution
depends upon having competent and up-to-date staff. While considerable
improvement has been made in both the pre-service preparation and
in-service training of staff, much is yet to be done.

---

[5]A review of calendars of Western Canadian universities, available
in the libraries of the University of Alberta for the period 1965-75
indicated that no educational programs were offered that were purported
to educate community college teachers.

The Current State of Staff
Development in Community
Colleges

Method of Assessment. In undertaking this study, a comprehensive review of relevant literature was made. This review included a systematic search of all periodical indexes, card catalogues and dissertation abstracts at the University of Alberta, for information about staff development. The search was made according to a number of synonyms for staff development that are used by authors, editors, and catalogues in dealing with the concept--such terms as faculty development, in-service training and in-service education, professional development, teacher improvement, teacher institutes, and continuing education.

The search also included a review of articles, publications and research documents on in-service education or staff development identified according to the group of persons to which it was directed: teachers, instructors, administrators, and support personnel in educational institutions. Thus, the review included nearly every journal article, publication, research document and occasional paper on staff development available at the University of Alberta in 1974, a total of more than three hundred articles.

Results. A similar review by Denemark and MacDonald in 1967 noted that (1) research on in-service education was disappointingly scanty; (2) it was almost impossible to identify the theoretical basis of most of the reported studies in the research literature; (3) the lack of an integrating framework has resulted in an obvious divorce of theory and practice; and (4) the state of in-service education appears

◊

to be largely a reflection of the state of pre-service education.

The review of literature of this study indicated that while much
has been written about in-service education since 1967, many of the same
criticisms as those noted above could be applied. Indeed, most of the
studies reported in the literature could be grouped into three areas,
namely (1) the need for staff development, (2) staff development methods,
and (3) guidelines for planning, developing, implementing and under-
standing a staff development activity or program. Most of the research
studies were of a quasi-experimental nature, concerned primarily with
short term, stop-gap training activities.

No research studies, journal articles or publications were found
that in any significant or direct way related to or discussed staff
development as an integrated, organization-referenced, on-going program.

As a result the literature is largely repetitious or non-cumula-
tive. Consequently, it was decided that there was little point in
elaborating on the summaries presented above. Nevertheless, anyone
wishing further details should refer to the series of articles on staff
development that have appeared in the _Journal of Higher Education_ during
the period 1971 through 1975, in O'Banion's _Teachers for Tomorrow_[6], and
in _Toward a Professional Faculty_.[7]

SIGNIFICANCE OF THE STUDY

Introduction

Ever since the establishment of the first post-secondary non-
university educational institutions in Western Canada in the early 1900's,

---

[6](Tuscon: The University of Arizona Press, 1972)
[7](San Francisco: Jossey-Bass, 1973)

the number, size and diversity of these institutions has grown steadily. At the same time, this period in history was marked by very rapid change. During this period of rapid growth and change, colleges acquired staff members who lacked, as a result of insufficient pre-service training, the expertise (either pedagogical or academic), to make good the promise of the institutions in which they were employed "democratize higher education," to provide an opportunity for a higher education to all those who could benefit from it, i.e., to become "A College for Everyone" in Tillery's terms (Tillery, 1970).

University programs specifically designed to prepare and develop college instructional staff for their role in the community college, were still not generally available in Western Canada in 1976. As a result, one of the best methods available to most institutions and their staff for improving instructional expertise or quality was to develop staff already employed at the institution. Thus, an analytical framework that can be used by administrators to plan, develop, implement, and evaluate a comprehensive and integrated staff development program for and at their college was urgently needed.

The Need for Staff Development

The need for in-service training or education, for continuously up-dating, up-grading and re-training teachers has long been accepted by some, if not most educational administrators. Lowry, in 1908, suggested that though principals and superintendents should not relax their efforts to secure better trained teachers, they should "give more time and attention to making good teachers of those now in service" (Lowry, 1908:12-15). Little cognizance was taken of such a suggestion,

however, because for most of the period since 1908, the educational

systems in North America, particularly Western Canada, have been in a

state of rapid development. As a result, educational administrators were

able to "secure better teachers" through replacement and additions to

staff rosters. Consequently, little attention was given to in-service

staff development. Nowhere was this more true than in the community

college system.[8]

As was noted earlier, however, that situation has begun to change.

Since 1973 there has been a significant slowdown in the increase of both

numbers and sizes of colleges. In the U.S.A. during the early 1970's,

a new community college was opened at the rate of one per week. By the

end of 1974 this had slowed to about one per month (Gleazer, 1974:6).

In Alberta, British Columbia, and Manitoba, no new colleges were opened

during the period 1971 to 1974, inclusive. Saskatchewan is only a

partial exception to this trend. In late 1974, Saskatchewan announced

the opening of several new "community colleges"; these created little

demand for professional college staff, however, since the plan was to

make use of expertise within the communities served.

As a result of this changing situation, there has been a rapidly

growing need for up-dating and up-grading those already in service.

Among the frequently cited reasons for such a need, in addition to those

already noted, are the following:

---

[8]Atwell and Sullins (AACJC, 1973:32) suggest that "Despite the
myriad problems surrounding the still burgeoning community college
movement, none appears more critical than the continuing professional
development of community college faculty."

--the ever-increasing rate of change

--the unique character of the community college

--the inadequacy of past (and present) staff preparation and
   pre-service programs

--the knowledge explosion

--the changing role of education in society and the teacher
   in education

--the dynamic state of educational technology.

Each of these reasons is briefly discussed and documented in the following

paragraphs.

Change.

What is new is new not because it has never been there before,
but because it has changed in quality. One thing that is new is
the prevalance of newness, the changing scale and scope of change
itself . . . (Oppenheimer, 1969:1).

Change, growth, and development are characteristic of every living,

dynamic organism and organization. Development is the organism's and

the organization's response to change, and "Change is the biggest story

in the world today . . ." (Bennis, 1969:1).

Development through (or as a result of) education is one of the

major ways by which man is able to cope with change. Since the world

(society) is changing at an ever-increasing rate, educators must find

ways to keep pace with these changing conditions.

Newness of community colleges. Community colleges have been in

operation in North America for a little more than one-half a century.

But it is incorrect to think that growth has been regular over this span

of time. The real growth of the movement did not begin until the late

1950's. In Western Canada as of 1974, less than twenty percent of the

community colleges had been in operation for more than ten years. Thus,

most of these colleges in Western Canada are still in their early youth,

a stage of very rapid development. During this time few operational

procedures and structures are formalized, standai ized or firmly estab-

lished. As a result, many colleges are jus now b inning to concern

themselves with such considerations as staff ⸱ ⸱ pment programs, yet

developing colleges could gain much from knowing the methods and techniques

(and pitfalls) of their more well-established counterparts in developing

and implementing a staff development or in-service educational program.

Unique character of the community college. It is almost a cliche

to note that a community college is a unique type of educational institu-

tion. Its uniqueness is little understood, however, by many individuals

and groups both within the community it serves and within the college

itself. Part of this uniqueness results from the fact that the college's

primary concern is teaching. Cohen (1967:22) suggests that instruction

is the single purpose which more than any other guides two-year colleges.

Community college involvement in, and commitment to, teaching and

learning overrides all supplementary goals and functions, broad and

narrow.

Many authors knowledgeable about colleges (among them Johnson,

Medsker, O'Banion and others) agree with the idea that the community

college is a teaching, not a research institution. Thus, its effective-

ness as an educational institution is dependent upon the quality of its

instructional program. At the same time it can be noted that recent

literature concerning the community college gives evidence that college

administrators are beginning to recognize that planned programs of staff

development are a first step toward improved instruction.

Another part of the uniqueness of the community college results from the fact that it ". . . is the final link in the . . . chain of effort to democratize and universalize opportunity for college training" (Gleazer, 1971:155-156). Stewart in commenting on the development intended by the Public Junior Colleges Act 1958 noted the following:

> It was clearly intended that the colleges would seek out the needs of high school graduates for post school programs, other than university studies, and that the colleges would assume the responsibility for providing educational opportunities for those who could not proceed to the university (Stewart, 1965:43).

He proposed also (1965:39) that there is a need for "comprehensive colleges" even though it may be that in Alberta the adults who will guide the development of post-school education are not yet ready to accept the proposal of the comprehensive institution.

Fournier in Trends and Developments in the Colleges of Canada (1971:90) identified four different degrees of openness of the admission policy of Canadian colleges. He concluded by noting "we seem to follow the same pattern as in the United States . . . we do not yet agree on a common definition of the 'open door'" (1971:90).

Similarly Campbell in his book Community Colleges in Canada notes:

> Its doors are open not only to the university bound, but also to those seeking vocational training in preparation for a career. Through short courses and other programs of continuing education, it tries to serve the entire community. Accessibility, both geographic and financial, is seen as a hallmark of these colleges (Campbell, 1971:8).

Cohen (1969:201) suggests that if the community college is to carry out its ". . . avowed purpose, to give every student the best education possible, we must make teaching--the best kind of teaching--the focal point of our endeavours."

While no universally acceptable definition has been devised for "good and effective teaching," most would agree that considerable and up-to-date subject matter knowledge and skill combined with some pedagogical competence are at least concomitants of good teaching. To provide or maintain these conditions would seem to necessitate continuous staff development.

Inadequacy of staff preparation programs. While many familiar with community colleges may consider the inadequacy of pre-service training for college faculty a foregone conclusion, the deficiencies in pre-service training have not been well documented. Nevertheless O'Banion (1972:84) suggests that "with very few exceptions, pre-service programs for the training of community/junior college staff are grossly inadequate." This conclusion is based upon the many opinions (documented by O'Banion in 1972) that "there are practically no strong pre-service collegiate programs for community college staff members" (1972:84). These conclusions apply specifically to the United States' situation.

Although no specific data is available for Canada, a search of recent (1975) Canadian university calendars would suggest that it is also true in Canada. As a result, O'Banion's comment (1972:84) that ". . . available college instructors are either discipline-oriented, narrow, subject matter specialists or secondary school oriented . . ." is probably true for Canada as well as the U.S.A. So intolerable is this situation, O'Banion further suggests that some critics recommend that all available resources be channelled into programs of in-service education to be coordinated by the community colleges themselves.

Fortunately, this situation is beginning to change as a result

of the increasing number of universities (particularly in the United States) that have recently (in the late 1960's and early 1970's) commenced college instructor preparation programs such as the Master and Doctor of Arts programs in College Teaching. O'Banion suggests, however, there is little evidence that these programs are adequate for the task since many include only one or two courses directly related to community college teaching.

At the same time, Medsker and Tillery (1971:99) note that "even if the majority of college teachers were to be recruited from well-conceived special training programs, their need for staff development would continue." It seems evident also that even if the majority of future college teachers were to take such degree programs, it would be many years before these programs would have a significant effect upon the supply of appropriately qualified college teachers. In the meantime the need for in-service staff development would continue to grow.

It should also be noted that many authors concerned with the community college (among them Silberman, 1970 and O'Banion, 1972) argue that programs leading to graduate degrees do not nurture personal qualities and competencies in teachers required by the community college. These authors suggest that the most needed quality amongst community college faculty is the ability to project themselves to students as part of the humanizing process. This suggests that teachers must be prepared to reach all students--students whose previous academic performance ranges from A's to F's, the academically and the vocationally oriented, rich and poor, and students from all cultures. Many agree that existing senior college programs do not yet provide training or education to meet these needs.

The knowledge explosion. Numerous authors and authorities have suggested that while a century ago it took more than one hundred years for knowledge to displace itself, "within the past decade the amount of new knowledge available to serve the needs of mankind doubled" (Brickell, 1963:25). And the rate of change seems to be ever increasing so that knowledge is even more quickly being displaced.

As a result, many of the concepts, facts, and methods now considered or accepted as common knowledge by some had not been discovered, or at least validated and developed, five, ten or fifteen years ago. Obvious examples in education are the applications of the digital computer, many of the principles and methods of audio-visual instruction and many of the concepts of psychology (how people learn, fail, etc.).

Harris (1966:257) summarizes the effect of these changes on in-service education when he states:

> Times change, the pupils change, curriculum changes, situations change, and so we must have dynamic professional growth programs if we are going to have anything approximating excellence in education, now or in the future.

The changing role of education in society and the teacher in education. Prior to the 1950's in North America the primary role of education was to allow or assist the individual to obtain a job or improve his or her occupation. As a result, teaching largely involved imparting certain knowledge (facts) and skills. As a result, the teacher could teach for some considerable time without extensive up-grading or re-training. During the past ten to twenty years, with the advent of many labour-saving devices, there has been and continues to be an increase not only in leisure time but also in the energy and other resources to

make "good" use of that time.

As a result, there is a growing demand for education to help the individual to make more effective, efficient and rewarding use of his leisure. This is indicated by the rise in enrollments of the liberal arts programs and colleges during 1973-1975.[9] Education for leisure requires a dynamic, flexible approach: an approach that requires an exceedingly knowledgeable, capable, and dynamic teacher; teachers who can intelligently discuss the philosophy, sociology and psychology of education in general or relative to a specific topic.

These conditions and demands, coupled with almost instant communication of world events and new discoveries in both print and non-print forms, requires that the teacher become a facilitator of learning, rather than a dispensor of facts. To acquire this skill and maintain it requires constant development, education, re-training and up-grading.

The dynamic state of educational technology. Advances in educational technology occur so rapidly that few educators have the time to keep abreast of developments. Many of today's faculty in community colleges received their pedagogical and academic qualifications before the advent of many of the now "common" teaching aids and methods. Thus, up-dating and up-grading is urgently required.

_____

[9]While Canadian statistics to support this observation are non-existent, a number of articles to this effect have appeared recently in U.S. publications. For examples of this situation see "Maharishi International University Mixes Meditation and Education," Change Magazine, Vol. 7, No. 4 (May, 1975:19-22); "Women's Programs Grow up," Change Magazine, Vol. 7, No. 9 (Nov. 1975:16-22); and "Is Vocational Education the Wave of the Future?", Change Magazine, Vol. 7, No. 9 (Nov. 1975: 46-48).

Roueche and McFarlane (1970:718) suggest that "it is obvious that
junior college teachers need continuous in-service training to overcome
the obsolescence of teaching skills and competencies in an age that
is experiencing rapid scientific and technological advances."

Many authors, however, suggest that the principal problem is not
the rapidity of technological advance but the difficulty of the asso-
ciated behaviour change. So basic and   are the changes needed,
that a continuous and comprehensive approach   needed, as is indicated
by Harris (1969:258):

> Thus, the basic modes of operation of   ional pract-
> tioners, rooted in old habits, traditions,   que skills
> values and interests, must be changed-- can   hallenges
> the person to become substantially differ   is.
> This is the kind of in-service education we   think out
> this day and age. This is what must be done   ither] educa-
> tion is to attain and maintain real instructional   llence.

Conclusion

It seems evident from the foregoing that there is nee for a
comprehensive, integrated, and on-going staff development program for
all staff--administrative, instructional, and support--in the community-
junior college. It is reasonable, therefore, to expect that all colleges
have developed and implemented to some extent, a staff development
program. It is unlikely, however, that any would have a total or
complete program at present. Therefore, potentially all colleges should
gain from the knowledge and experience of others.

CHAPTER 2

THE CONCEPT OF STAFF DEVELOPMENT

The need for staff development now seems to be part of the

"conventional wisdom" of most community college administrators in North

America. Much has been written recently about staff development--the

need for it, methods and guidelines for the development and implementa-

tion of activities and programs, but it is clear from the survey of the

literature that definitions of staff development vary widely and are

totally inadequate. Thus, as Hewitt (1972:41) notes, "everybody is in

favor of it but nobody has clearly indicated what they mean by it."

Several conditions contribute to this state of affairs.

Contributing Conditions

First, the concept is so new (at least in community colleges)

that as yet most administrators and instructors are not sure just what

staff development encompasses. For some, staff development is the same

as in-house or in-service training or education as typified by the one

or two day sessions at the beginning of each new college year. For

others, staff development is synonymous with up-grading and up-dating

through short courses, seminars and workshops. For still others,

staff development is primarily professional development or improvement

through sabbatical leave, reading professional journals, and formal

study.

Second, staff development can be achieved in many ways, through

many methods and types of activities. For example, it can be achieved

through seminars, workshops, short and not-so-short courses, through

meetings, work experience, travel, reading and so forth. These

activities may be unrelated except through their overall objective

(e.g., to up-date subject matter knowledge), or they may be organized

into a more or less comprehensive program (i.e., a group of activities

with a common purpose such as to up-date the staff member in instructional

technique, subject matter knowledge and evaluation technique).[1] In

either case the activities are still considered by many to be staff

development.

Third, these activities may be undertaken for many reasons: to

remove pre-service deficiencies or to improve the practitioner's effective-

ness through helping him or her to better understand the role and

function of the organization or to better understand the clientele.

Staff development activities may be engaged in by instructors to improve

their academic competence or for a host of other reasons. As a result,

staff development activities may focus upon a specific problem such as

individual teaching or administrative competence, or subject matter

up-to-dateness; or group activities such as team teaching, communica-

tions, cooperation, institutional planning and the like.

Fourth, staff development may be undertaken by staff as

---

[1]A staff member might engage in a variety of activities, each
designed to up-date his competence in subject matter; another staff
member might engage in a variety of short courses each designed to
improve his competence in a different aspect of his job. The first
series of activities are related by their purpose (i.e., up-date), the
second are related to their type (i.e., short courses).

individuals or as groups. The groups may be homogeneous or heterogeneous; that is, they may be composed of any mix of instructors, administrators, and professional support personnel.

Fifth, the initiative for up-grading, up-dating, re-training, orientation, or refreshing may come from the staff member (the participant) himself or from his supervisor or employer. The participant may be active or passive in his involvement in the initiation, development, and implementation of the developmental activity. And, participation may be compulsory or voluntary.

As a result of one or more of the above factors, reinforced by the lack of an integrating or organizing framework, staff development in most colleges currently is composed of a collection of activities each intended to contribute to the development of the individual, the program, and the organization.

One of the reasons so little has been accomplished in years past, suggests Knezevich and Murphy (1968:224) is the fact that so many assume some, but no one total responsibility for in-service activities. One of the major reasons this is so, note numerous authors, is that few understand just what staff development is or should be. Thus, one of the most productive ways of beginning to resolve this problem seems to be to attempt to define or delimit the concept: staff development. In so doing, an attempt will be made to define staff development in terms of organizational self-renewal. First, however, a clarification of two key terms.

In-service education vs. staff development. Good, in the Dictionary of Education (1973: Third Edition), makes a clear distinction

between in-service education and staff development. He defines in-service education as: ". . . efforts to promote by appropriate means the professional growth and development of workers while on the job" (1973:294). Staff development is defined as: "all efforts of school officials to recruit, select, orient, assign, train or reassign staff members to provide the best possible staff for the operation of the school" (1973: 448). Thus, staff development, according to Good, would include both staffing (in the traditional sense) and in-service education as it is defined by others.

Few authors make the distinction that Good does. Most authors tend to use the terms synonymously; staff development being simply a new term (a term popularized by such notables as O'Banion, Zion, Harris, and others) for in-service education.

For the purposes of this thesis the term staff development is used exclusively to refer to both in-service education and staff development.

Organizational Self-Renewal

In developing the concept of the self-renewing organization, Williamson (1975:357-58) notes that while:

> . . . the bureaucratic form of organization can claim major responsibility for the dramatic individual or social gains in living standard that this country has experienced during the past century . . . one of the most severe weaknesses of bureaucratic organizations has always been their inability to deal flexibly and appropriately with change.

Yet it was the efficiency, effectiveness and stability of bureaucratic organizations that resulted in the tremendous development and change that is characteristic of our society today. And so the use of bureaucracy has led to its own demise.

Williamson (1975:358-59) further notes, however, that:

> . . . accelerating change in our society has not only brought
> on the growing realization of the dysfunctional characteristics
> of bureaucracies, but has advanced new concepts of organizational
> health . . . .

This concept of organizational health is that developed by Clark
(1969:282) in which he defined a healty organization as one in which two
basic but diverse requirements are met--maintenance of the status quo
and growth.

Organizational status quo (as will be noted later) is maintained
largely through an organization functioning at the level of operations
and regulation, while organizational growth is the result of functioning
at the levels of learning and consciousness.[2]

The ability of an organization to grow is provided by the level
of learning. "It is the capacity of the organization to be 'self-
organizational' that characterizes its functioning at the level of
learning" (Williamson, 1975:364). As a result, the organization is
able to breakdown old behavioural and organizational forms and develop
new arrangements. It is at this level that the critical role of in-
service training is tied to the congruence that must exist between
personal and organizational growth. In-serv training therefore
not only develops internal variety, but al increases the organization's
capacity to deal with its environment. Thus, organizational self-
renewal is brought about largely through staff development.

---

[2]For a more complete explanation and description of organizational
self-renewal see: Williamson, John R. "The Inquiring School: Toward a
Model of Organizational Self-Renewal," (The Educational Forum, Vol.
XXXVIII, No. 3 (March, 1975:353-371), and No. 4 (May, 1975:393-410).

Staff Development as Planned
Change

Many of the early writers about in-service education referred
to in-service education as "planned activities" during the service in
employment of the individual(s) involved, which have as their purpose
the development of the individual, the program, or organization. These
authors frequently noted that in-service education is more than just
change; it is a strategy for planned change. Corey (1957:1) in the
introduction to Chapter One of the Fifty-sixth Yearbook of the National
Society for the Study of Education suggests that:

> . . . attention in in-service education is centred upon
> planned programs in some contrast to the various activities
> in which teachers and others might independently engage in
> order to improve themselves.

He suggests, however, that this does not depreciate the value of inde-
pendently undertaken activities for professional improvement, but that
"planned programs in in-service education, in the judgment of the year-
book committee, are essential to adequate professional improvement of
school personnel" (1957:1). Throughout the remainder of the publication,
the various authors emphasize planned programs for staff development.

In a similar manner, Harris (1969:16-19) notes that "in-service
education is a process of planned change" and clearly distinguishes it
from:

> . . . historical events, environmental events, maturation
> of people and programs, innovations, new and obsolescent buildings,
> and other cause-effect chains in progress at a point in time
> [which] will result in an altered state at a later time.

This later condition he terms organizational drift and identifies it
as unplanned change.

This emphasis upon staff development as a planned, structured program is the focus of several recent authors also. For example, Hewett proposes (1973:41) that we regard in-service training as ". . . any structured educational experience undergone by a teacher-in-service." Similarly O'Banion (1973:29) defines staff development as ". . . a program consciously undertaken and carefully planned to help all members of the college community realize their potential."

From Individual Development to Program Development Emphasis

Historically, a major thrust of most staff development activities was towards the completion of preparation or pre-service programs.[3] For example, Tyler (1971:13) suggests that over the past 125 years, the major emphasis in in-service education was "remedying gross deficiencies in the pre-service preparation of teachers."

In a similar way, Richey (1957:32), in discussing in-service education programs for teachers in the school system, noted that in-service programs during the late 1800's and early 1⁰⁰   ⁻re directed toward the correction of the most obvious defects   s, i.e., inadequate command of subject matter to be taught and lack of professional skills."

Tyler (1971:13-14) in comparing in-service education of the present (1971) to that of the past 125 years makes almost total reference

---

[3]For a more detailed analysis o⁻ ⁻' growth of in-service educa tion of teachers see Tyler, Ralph W., "I. ervice Education of Teachers: A Look at the Past and Future" in Improving In-service Education, (ed.) Rubin, Louis J., (Boston, Allyn and Bacon, Inc., 1971). See also Richey, Herman G., "Growth of the Modern Conception of In-Service Education," The Fifty-Sixth Yearbook of the National Society for the Study of Education (Chicago, The University of Chicago Press, 1957)

to the improvement of "the individual." For example, he notes "in-service

education continues to be one avenue by which an <u>individual teacher's</u>

[emphasis mi᷉n ᷉rsonal interests and needs are served." He notes,

however, ᷉t on᷉ the major changes in the purpose of in-service

education ᷉   ᷉᷉30 has ᷉᷉en ". . . to aid the school in implementing

new educational programs by helping teachers acquire understanding,

skills, and attitudes essential to the role they are to play in the new

program" (1971:14). Thus, the emphasis has begun to change from the

individual in the organization to the organizational activity or purpose

when he notes ". . . in-service education of tomorrow will place great

emphasis upon helping teachers acquire what is perceived by school

leaders to be essential to the implementation of the plans of the school

system" (1974:14).

    The need for in-service education relating to implementing new

programs is a major concern in the community college as O'Banion (1972:

101) notes:

    With increasing new developments in curriculum, instructional
    technology, organizational patterns, facilities, and equi᷉ nent,
    and teaching-learning styles, . . . it is imperative tha᷉ ᷉taff
    in the community college have opportunities to learn abo᷉ and
    to adapt these innovations to their situations.

    He further notes that "in-service education should be strongly

supported because it provides the best opportunity for community-junior

colleges to renew and expand their programs" (1973:19). In another

publication he suggests that "improved personal development leads to

improved program development" (1972:102).

    A survey of Florida Community College faculty and administrators

in 1974 indicated that "of sixteen competencies listed, highest priority

in terms of need for staff development activities was given to student instruction and instructional effectiveness" (Wattenberger and Carpenter, 1974:30). Thus, staff development for program improvement and development is essential to the community college. Zion and Sutton (1974:41-42), however, note that "curriculum development and student, faculty and administrative development cannot be separated from one another." Thus, they suggest that programs for staff development should resemble in purpose, planning and procedure the best teaching-learning models for student development. As a result, staff development may be seem not only as a method or process of educational program development, but also as an educational program in itself.

Staff Development as Organizational Development

Some recent definitions tend to place major emphasis upon the individual in the organization or the individual vis-à-vis the organization. For example, Giles, keynote speaker at a College Administration Project Workshop in 1972, identif d the needs and reasons, the objectives, and the expected outcomes of staff development almost totally in terms of improving the relationship between the staff and the institution, and in terms of improving the achievement of the institution's goals. One of the reasons for staff development that he noted was "to create situations and understandings whereby an individual can best achieve his personal goals by directing his efforts toward the objectives of the institution" (1972:7). One of the sig icant objectives of staff development he noted was "to provide an opportunity for discussing relationships between individual goals and institutional goals" (1972:8).

And an expected outcome of staff development he noted was "that by

providing institutional frameworks within which to work, the individual

will be freed to be creative" (1972:9).

In a similar way, Zion and Sutton (1973:42) suggest that staff

development is ". . . an interactive process whereby individuals explore

beneficial relationships with the organization" and ". . . the planned

allocation of resources based on individual interests and institutional

goals." Parsons (1974:231) suggests that since development has succeeded

growth[5] in the community college, staff development must become ". . .

a process of defining and developing commitment to institutional goals

while maintaining individual vitality and stimulation."

That this is increasingly becoming a focus of staff development

is illustrated by several recent articles. Richardson, in discussing

staff development (1975:303), noted that "college administrators need

to understand staff development as an integral part of the total process

of organizational development." Organizational development (as is

explained in Chapter 4) is the name being applied to total-system,

planned change efforts for coping with the changing conditions organiza-

tions face today.

Berquist and Phillips (1975:177) suggest that:

> . . . faculty development must give serious attention to the
> impact of change on the faculty member himself and on his institu-
> tion. Organizational and personal development thus become essential
> to faculty development. It is only through such a comprehensive
> approach that efforts toward improvement can have lasting impact.

---

[5]Parsons uses the term development to refer to an improvement in
the quality of a college's program or its personnel, and growth to refer
to the increase in the number of participants in a college or the number
of college employees.

Much of the interest in developing the organization through
staff development no doubt has come about in the community college not
so much by an advancement of the theory and practice of staff development
as by necessity, necessity created by steady state or declining enroll-
ments and finances, reduced faculty mobility and increased demands for
accountability coupled with the view of the community college as a
dynamic, innovative institution. As Richardson notes (1975:306), "the
times demand leadership which encourages staff development." He
concludes in this way:

>   If we are to achieve institutions responsive to the new
> concerns of the seventies, we must find ways of changing the
> beliefs and behaviours of existing staff members. The concept
> of staff development within the context of organizational
> development points the way to a process which can remove much
> of the guesswork about how to proceed (1975:310).

Summary

The foregoing would suggest at least three dimensions of staff
development, namely:

1. staff development as a process, program, or strategy of
    planned change;

2. staff development as an educational program, in which
    organizational members engage during their term of
    employment; and

3. staff development as an activity directed toward the
    improvement in organizational effectiveness, efficiency,
    or functioning.

As a result, it seems reasonable that insights into staff development
can be gained from a review of four bodies of literature, namely those
related to (1) planned change, (2) educational program development,
(3) organizational development, and (4) organizational self-renewal.

NEED FOR AN INTEGRAT... FRAMEWORK

One of the major reasons for a lack of information and research
on staff development seems to be the lack of an appropriate conceptual
framework. Hewett (1972:42) noted that the very profusion of in-service
provisions without an organizing structure has given rise to the term
"the in-service jungle."

Early workers and writers in in-service education, make no
mention of any theoretical basis for staff development. Staff development
seems to have been something like motherhood, a foregone conclusion.
Harris (1968) in one of the first major works on staff development
(in-service education, he called it) devotes one chapter (Chapter 2) to
searching for a conceptual framework. The result of this search seems
to be the rather insipid discovery that "the intent of in-service
education is to change instructional practices by changing people" (1968:
17). While this "discovery" does not convey our thinking very far, it
is useful in that it presents or identifies an approach to models for
the analysis of staff development activities, the approach being that of
planned change. Thus, it provides a beginning point, a point of reference.

More recently Ciccone (1969:12) proposed a four stage guide to
developing staff development activities. The four stages were: planning,
staging, evaluating, and follow-up. Each of these four stages included
a set of guidelines which appear to be generalizations from recent
social science research, and are repeated here.

> Planning for activities should be individually-based, problem-
> oriented, goal-directed, time-factored, and participant-
> controlled.

> Staging of activities should include early establishment of direction (leadership), flexibility, maximum interaction of participants, and periodic feedback.
>
> Evaluation instruments should provide for opportunity for individualized and uninhibited response and reflections immediately following the activity, be comprehensive, allow for individual flexibility, and lead to planning and direction.

One can note from the above, that this model in fact contains only three stages, since evaluation and follow-up are treated as one.

Blowers (1971:13) suggested that one of the most promising approaches to staff development was "to consider staff development as a part of organizational development." An attempt at using this approach was made by Bergquist and Phillips in 1975. In this discussion of "components of an effective faculty development program," Bergquist and Phillips propose a model based upon "the assumption that significant changes must take place at three levels: (a) attitude, (b) process, and (c) structure" (1975:182). These three levels are identified in the model as dimensions and are renamed (a) personal, (b) instructional, and (c) organizational. Each of these dimensions are essentially identical to what earlier authors identified as methods or guidelines (e.g., micro teaching is a component of the instructional dimension and interpersonal skills and training is a component of the personal dimension). Nevertheless, it is one of the first attempts noted in which the author identifies and categorizes a number of dimensions of staff development. Therefore, it is useful in developing a more complete definition or model of staff development.

In a similar way, Toombs (1975:701-717) identified a three-dimensional view of staff development. The three dimensions he

identified were the professional dimension which is concerned with academic freedom, individual autonomy, and disciplinary competence; the curricular dimension; and the institutional dimension. Another attempt to develop an organization-based conceptual model for staff development was that made by Richardson (1975:303-311). In this case the first two stages of a five-stage cycle of organizational development were identified as staff development. The first stage, individual and group learning experiences, consisted primarily of attendance at professional meetings, workshops, and seminars, professional reading, and use of a change agent. Stage two, "application," consisted of applying in a controlled situation what was learned in the workshop or seminar. Stages three and four were concerned totally with organizational structure and goals. Thus, a relationship between staff development and organizational development was identified but not much more.

This review of the development of an integrating structure for staff development would suggest that it is evident that at this point in time, there is a great need to develop a more complete, integrating, conceptual framework which can be used to describe and analyze staff development activities, programs and processes. Such is one of the major purposes of this study and it is to this end that part two of this thesis is directed.

CHAPTER 3

RESEARCH DESIGN AND METHOD

The Evolution of the Research
    Design

The initial intention of the author was to prepare a series of

six case studies on staff development, one for each of six community

colleges broadly representative of the community college systems in

Western Canada. From the six cases, the plan was to develop an analytical

framework by which the staff development programs of the six colleges

could be analyzed and the staff development programs of the six colleges

compared. It was expected that this would result in some insights into

staff development in community colleges and at the same time provide an

indication of the state of the art of staff development in the community

college.

It became evident early in the study, however, that (1) the

concept staff development was not well defined, much less understood,

and (2) that in order to develop meaningful case studies an "analytical

framework" was necessary. Thus, a decision was taken after nearly one

year of preliminary work, to develop the framework first from a review

of relevant literature, and to reduce the number of cases to two which

would provide sufficient material to illustrate the use of the framework.

As a result, the initial sample of colleges was different from the final

sample and the final result slightly different from the initial plan.

Thus, this study consisted of four main parts, namely

(1) identifying the topic of study, (2) conceptualizing staff development
in terms of the self-renewing organization, (3) developing an analytical
framework, and (4) illustrating the use of the analytical framework
through case studies of staff development in two community colleges in
Alberta.

Development of the Analytical
Framework

The development of the analytical framework involved essentially
three stages, namely (1) defining and delimiting the scope of the concept
staff development, (2) reviewing and analyzing four bodies of literature,
identified by the definition, for dimensions or variables that would
lend themselves to the development of the framework, and (3) developing
and describing the framework.

The four bodies of literature reviewed were those related to
(1) organizational self-renewal, (2) planned change and planned change
strategies, (3) organizational development, and (4) educational program
development. In each case a comparatively small number of publications
of reasonably well known authors were reviewed for the above noted
purpose.

The Case Study Approach

The case study approach is a well accepted method of research
in most of the social sciences. Yet it is only recently that it has
been used in research in education. Thus, the format for case studies
in education is not well established. One format that is becoming
increasingly recognized is the research case study.

The research case study approach was used to study staff

development programs at each college. Lombard (1968:246) suggests that:

> The research case has two parts, often but not always editor-
> ially separate. The first is descriptive of the total observed
> situation or some carefully specified aspect of the total
> situation . . . .
>
> . . . The second part of the research case is simply analy-
> tical and diagnostic of the forces operating in the situation.

The specific approach to the study of staff development in the two colleges selected for this dissertation might be termed "sequential-time dimension" or "sequential-depth dimension." The first of these, according to Ready (1968:243) is a case study involving a series of mini-cases or vignettes showing the chronological development of a set of events, while the second is a series of mini-cases or vignettes showing progressive levels of development in a set of events. Using a combination of these two approaches the staff development program at each college was traced from the foundation of the college to the end of June, 1975, noting key events, activities, and people involved in the development of the program.

Lombard (1968:246) suggests that "the focus of a research case is in the present and on the forces at work in the present." Typically a case is developed as the events occur. For the purposes of this study, however, this was not completely possible; thus, the early part of the case was obtained through interviews with staff who had been employed at the institution for a considerable amount of time (up to twenty-five years in one case), or who had been involved in the staff development activities at the college.

Moully (1970:347) suggests that the purpose of the case study is "to identify the antecedents responsible in a direct or indirect 'causative' way for the occurrence of . . . the event, the activity, or

the situation." Walton suggests that "the case study can attend to

aspects of a change program which other methodologies cannot: namely,

processes of change and of change interventions" (1972:76). Since

staff development has been defined by some as a process of planned change,

it seemed appropriate that a case study approach be used.

Walton (1972:77) further suggests that one of the potential

advantages of the case study is that:

> . . . the role of personal styles (preferences, strengths,
> weaknesses, and biases) of the actors in a system of planned
> change can be appreciated . . . . The primary attribute of a
> case study which takes advantage of this possibility is obvious.
> It includes sensitive descriptive material about particular
> human beings who were central to the change process.

Since staff development has been defined in this study as a planned

change program designed to change not only individuals but also programs

and organizations, it again seems appropriate that the case study method

be used.

The Data Source

The initial population for this study included all the publicly

supported post-secondary non-university educational institutions that

were in operation in Manitoba, Saskatchewan, Alberta and British Columbia

in 1972-73. Appendix A provides a complete list of community college

identified by the Association of Canadian Community Colleges in 1972.

The Initial Sample

For the purposes of this study, the colleges listed in Appendix

A were classified according to five criteria, namely, age, size, program

type, relative autonomy, and location. These five criteria were

selected on the basis that they were readily identifiable variables that

would aid in obtaining a representative sample of colleges in Western Canada, and because each bears a likely relationship to the nature and scope of the staff development function, as outlined below.

Age. Each college in the sample studies was selected according to its age; it seemed reasonable that the degree to which the staff development program or process had been developed would have been affected by the number of years the college had operated.

As was noted earlier, community colleges have been in operation for a relatively short period of time in Western Canada. It should be noted also that most of the older colleges have undergone major program revisions during the past fifteen years (i.e., between 1960 and 1975). Consequently, for the purposes of this study, community colleges established for less than five years were identified as young, and those established for five to ten years, as middle age, and those established for more than ten years, as old. All colleges in Western Canada were classified according to age in Table 1.

Size. Each college in the sample was selected according to its size, since it seemed likely that the extent and possibly the variety of staff development activities at the college would be related to the college size.

While considerable discrepancy exists as to the unit(s) for determining college size, one of the most common measures today is student enrollments (either as actual enrollments by name or headcount, or as full-time equivalents). Using these units, colleges in Western Canada, in 1972-73 varied in size from less than 300 to over 5000 students.

Table 1

A Classification of Western Canadian Community Colleges According to
Age, Size, Program Type, Autonomy and Location

College	Age in Years			Size in Nos. of Faculty			Program Type		Autonomy		Location	
	5	5-10	10	50	50-150	150	Career	Univ.	Cent.	Local	Near	Far
B.C.I.T.		*				*	*		*		*	
Camosun	*			*			*	*		*	*	
Capilano	*				*			*		*	*	
Cariboo	*			*				*		*		*
Douglas	*				*			*		*	*	
Malispina	*			*				*		*		*
College of New Cal.	*			*				*		*		*
Okanagan	*			*				*		*		*
Selkirk		*		*				*		*		*
Vancouver City Col.		*				*		*		*	*	
Fairview		*		*			*		*			*
Grande Prairie Col.	*	*		*				*		*		*
Grant MacEwan Col.	*			*				*		*	*	
Lethbridge Com. Col.		*	*		*		*			*	*	
Medicine Hat Col.		*		*				*		*		*
Mount Royal Col.		*			*			*		*	*	
Red Deer Col.		*		*			*		*			*
Olds College		*		*			*		*			*
Vermilion College		*		*			*		*			
N.A.I.T.			*		*		*		*		*	
S.A.I.T.			*			*	*		*		*	
Sask. Tech. Inst.		*			*		*		*			
S.I.A.A.S. (Sask.)		*			*		*		*			*
Assiniboine C.C.		*			*		*		*		*	
Keewatin C.C.	*			*			*		*			*
Red River C.C.			*			*	*		*		*	

Source: Survey of Colleges, College Administration Project, Department of Educational Administration, University of Alberta, 1972.

It seemed that a more appropriate measure of size for this study, however, would be the number of full-time and part-time faculty employed by the college. Using this measure, colleges in Western Canada varied in size from less than thirty to over three hundred faculty members. Thus, for the purposes of this study, colleges with less than fifty faculty were classified as small, those with fifty-one to one hundred and fifty faculty, as medium, and those with over one hundred and fifty faculty, as large. A classification of community colleges in Western Canada according to this criterion is presented in Table 1.

Program type. Each college in the sample was selected according to two major program types, since it seemed reasonable that the program type would have a major influence upon the level of academic preparation of the staff and thus would bear some logical relationship to the need for or interest in staff development.

The five major types of programs offered by community colleges identified by many authors (Harlacker, Cohen, Myran, Medsker) include:

1. career, technical/vocational, or terminal programs,

2. university transfer or parallel programs,

3. general education or liberal arts programs,

4. continuing and adult educational or community service programs, and

5. guidance and counselling services.

While most colleges in Western Canada provide three or more of these main types of programs and services, each college can be identified according to one or two main programs offered. For example, the institutes of Technology generally emphasize technical and vocational or

career programs, while the junior colleges emphasize university parallel or transfer programs. Thus the colleges in Western Canada were classified in Table 1 according to their relative emphasis upon career or transfer programs.

Relative autonomy. Relative autonomy here refers to the freedom the college has in making decisions relative to the allocation or re-allocation of resources for staff development. The two levels of autonomy identified were (1) central, i.e., direct control by a government department as in the case of the provincially administered community colleges in Alberta, and (2) local, i.e., under a Board of Governors. Thus, all colleges in Western Canada were classified in Table 1 according to relative autonomy.

Location. The extent to which a staff-development program is developed in a particular community college may depend to some consider-able extent upon the proximity of professional level evening or continuing education courses (i.e., the proximity of a university), and the proximity of other staff development activities through a variety of agencies (school boards, other colleges, community organizations, and the like). College staff who work and live in large cities which include a university have a much greater opportunity for professional development than those not so located. Thus is seemed reasonable to classify all community colleges in Western Canada according to their proximity to a university (near or far).

The initial sample of six colleges was drawn from the population listed above such that the sample included at least one college from

opposite ends of each of the five criteria continua. This would allow

a comparison between at least two community colleges according to each

criteria. The sample of colleges selected were:

1. Keewatin Community College, The Pas, Manitoba.

2. Saskatchewan Technical Institute, Moose Jaw, Saskatchewan.

3. Southern Alberta Institute of Technology, Calgary, Alberta.

5. Cariboo College, Kamloops, British Columbia.

6. Grant MacEwan Community College, Edmonton, Alberta.

The final sample. Early in the study it became apparent that

to include case studies of staff development in six community colleges

was not necessary because of the changing emphasis in the study; with

the changing emphasis the larger number of colleges would not contribute

significantly more to the analysis than would a smaller number. Thus,

the decision was taken to reduce the sample to two colleges, since

this would be sufficient to give a reasonable illustration of the use

of the paradigm. The two colleges selected were Grant MacEwan Community

College in Edmonton, and Mount Royal College, Calgary. These two

colleges were selected because (1) considerable data had already been

collected relative to their staff development programs, (2) they were

both close at hand to facilitate the collection of additional data, and

(3) they were sufficiently different (i.e., different according to at

least three of the criteria for selection as shown in Table 1) that

useful comparisons could be made.

Data Collection

Data for each of the case studies was collected through semi-

structured interview with a limited number of college personnel, personal

communication with college staff, and a review of relevant college

documents. Personnel to be interviewed were selected according to two

criteria, namely, (1) position, and (2) reputation and/or involvement

in staff development. As a result, the interviews included (1) the

college president, (2) several second or third echelon administrative

staff (e.g., vice-presidents, and department or division heads), and (3)

several instructional staff.

Interviews of college staff were arranged through a personal

letter addressed to the institutional head (see Appendix B for a sample),

briefly outlining the purpose and significance of the study and requesting

assistance. An affirmative reply (as was the case for all colleges)

resulted in a follow-up through direct contact, a brief meeting with the

chief executive officer to explain more fully the purpose and signifi-

cance, the staff involvement, and the type of information required.

Following this meeting, arrangements were made with individual staff

members for an interview at their convenience. These interviews were

conducted during the period July 1973 to June 1975.

The interviews were conducted according to an interview schedule

prepared for this purpose (Appendix H). The actual interviews were all

audio-tape recorded and later transcribed so that direct quotations

could be made. In all but two cases, the interviewees gave permission

to be identified in quotations where appropriate.

College documents reviewed included (1) the college calendar

over a period of years, but up to the end of the 1974-75 college year,

(2) college operating budget information, (3) annual reports of the college

and/or the governmental department or commission responsible for the

college, (4) occasional papers, position papers, and research reports

relevant to the nature and scope of staff development at each institution,

(5) proceedings of and personal notes taken at workshops and conferences

during the period of 1970-1974, at which the operations of Alberta

community colleges were discussed, and (6) minutes of meetings of

relevant college committees (e.g., Staff Development Committees and

Academic Council at Grant MacEwan College, 1971-1973).

PART II

DEVELOPMENT OF THE

ANALYTICAL FRAMEWORK

CHAPTER 4

THE ANALYTICAL FRAMEWORK

A REVIEW OF RELEVANT LITERATURE
AND RESEARCH

Introduction

In conceptualizing staff development in Chapter 2, it was noted

that staff development was an organization-wide planned change effort

designed to build into the organization the capacity for self-renewal

through developing its members. Thus, it seemed evident that key

insights into staff development could be gained from a review of four

bodies of literature, namely those related to (1) organization self-

renewal, (2) organizational development, (3) planned change, and (4)

educational program development. The purpose of this section is to

review each of these bodies of literature to obtain insights that will

aid in the development of an analytical framework for staff development.

The amount of literature in each of the four areas of concern

is very large; nevertheless, a limited number of substantive pieces of

literature by well known authors were reviewed in search of concepts

which would, on the one hand give form and substance to the idea of

staff development as organizational self-renewal and, on the other,

yield the dimensions for a suitable analytical framework.

ORGANIZATIONAL SELF-RENEWAL

Introduction

As was noted in the previous section, staff development in this thesis is defined in terms of the self-renewing organization. That is: staff development is seen as one of the major ways in which an organization can continually renew itself. Thus, to understand staff development, an understanding of organizational self-renewal is necessary. One of the more recent and most complete conceptualizations of organizational self-renewal is that developed by John Williamson (1975) in which he describes the acitivty of a self-renewing organization in terms of "levels of functioning" or "inquiry."

At the outset it should also be noted that Williamson was primarily concerned with developing the capacity for self-renewal through developing the individuals in the organization. The organization's ability to renew, innovate, and grow, noted Williamson (1975:360):

> . . . will develop upon the creation of an environment, which encourages the individuals in the organization to develop, generate, and maintain a personal integrity and autonomy which complements interdependence; to be open and flexible; to grow professionally; and to participate in setting goals and reviewing them.

Levels of Functioning

Williamson (1975:362) suggests that:

> . . . an inquiring organization can be thought of as deliberately and effectively functioning on four interdependent levels: the level of operations, and three higher order 'inquiry levels' of regulation, learning and consciousness.

The function of the first two levels is to maintain organizational stability in either an equilibrium or homeostatic sense through the adjustment of behaviour within the organization with respect to the

solution of problems in response to feedback about past performances.

The function of the second two levels is to maintain organizational

viability in a radically changing environment.

The level of operations is the basic level at which the organiza-

tion carries out the activities for which it is socially responsible and

the level at which organizational policy is ultimately implemented.

Operations level activity in a post-secondary educational institution

would include the provision of career-oriented educational programs that

are consistent with the institution's mandate. For example, an Agricul-

tural College would offer programs that provide training for farming.

The primary function of the level of regulation is to monitor

the activities of the operations level and to make adjustments in the

operations based upon feedback in reference to the established goals

of the organization. Change, at this level, occurs only through the

adjustment of behaviour within the established organizational structure.

Activity in a post-secondary educational institution functioning

at the level of regulations would include monitoring the employment of

graduates to assess how well they are accepted into the job market,

by how fast they obtain relevant and suitable employment and how fast

they advance in their chosen careers, and making alterations in the

program in question based upon information fed back from the monitoring

system. Changes that might be made would include lengthening or

shortening the program, deleting or adding courses, or adding a work-

experience portion to the program.

An organization functioning at the levels of operations and

regulation will arrive at a dynamic, homeostatic stability. While it is

necessary for an organization to have stability, the inquiry system

must contain specific processes to prevent stagnation of organizational

goals. Thus a third level of functioning is necessary, that is: the

level of learning. The capacity of an organization to learn is dependent

upon (1) the amount of non-committed resources available for realloc ion,

(2) the nature and diversity of the resources, (3) the degree to which

relevant resources outside the organization are accessible, (4) the

openness of the organization to the environment, (5) the mechanisms within

the organization for sifting, communicating, and preserving its internal

experience, and (6) the decision-making procedures available for seeking

out, selecting and employing information generated both internally and

externally. Thus, at this level of functioning the organization is able

to ". . . restructure itself, reorganize its priorities and to change its

organizational goals on the basis of information both from within and

outside the organization" (Williamson, 1975:367). The purpose of these

changes is to maintain the capacity of the organization to accomplish

its mission.

One of the critical resources that an organization has for

generating internal variety, for interpreting the environment to the

organization, and dealing with information generated both internally and

externally, is its staff. Thus, staff development is directly tied to

organizational self-renewal at the level of learning.

The levels of operations, regulation, and learning provide the

capacity for the organization to remain internally dynamic and viable

in a changing environment, but does little to protect the organization

from becoming irrelevant and obsolete in society. This occurs at the

level of consciousness. The level of consciousness allows the organization to constantly define, redefine, and create its role in society. The key criterion is relevance; the organization must remain relevant to the society in which it operates. Thus, the focus of benefit at this level is moved from the welfare of the organization to society itself. One way in which an organization does this is by projecting its image into the future to prepare for change that has not yet occurred.

Consciousness also involves dealing with messages about changes in structural parts of the system, their relationship to each other in determining the behaviour of the organization as a whole, and the relationship between the organization's behaviour and change in society. Consciousness requires that an organization function with respect to itself as a participant-observer in society.

Summary

Staff development in the community college may be seen as occurring at each of the four levels of functioning detailed above. For example, staff development at the level of operations might include up-dating and up-grading the academic and pedagogical expertise of staff members so they can do a better job of teaching or administering and thereby make it possible for the college to more completely accomplish its purpose.

Staff development activities at the level of regulation might be directed to helping staff in a college develop the expertise or ability to more accurately assess the progress of students, and thereby make changes in the courses or instructional methodology that would reduce failures or dropouts. In so doing the college could better achieve its goals.

At the level of learning staff development activities may be directed to improving communications within the college or between the college and its community, thereby assisting the college to change or modify its programs to graduate more competent potential employees. Staff development activity at the level of learning may also be directed toward familiarizing staff with changes in technology and teaching methods in their area of responsibility. Included might be courses, workshops, and seminars on such topics as the use of educational TV, or the digital computer, activities designed to up-date or up-grade the teaching staff so they may more effectively and efficiently fulfill their role in the organization.

Staff development activities at the level of consciousness might include studies of demographic or social futures, studies of changes in government policies relative to the purpose of education or the role of post-secondary educational institutions, thereby making it possible for the college to adjust its goals, operations, and programs so that it can continually meet the needs of a changing society.

These illustrations indicate that the four levels of functioning identified by Williamson can be useful in describing and understanding staff development in the community college. Therefore, these four levels of functioning will be used as one dimension of the analytical framework of this study.

ORGANIZATIONAL DEVELOPMENT

Introduction

An educational institution such as a community college is a labor intensive organization. Any demand for change upon the total organization, or any part of it, will have a significant effect (cause or result in a demand for change) upon its staff. Thus, in a community college, staff development is significantly related to organizational development. As a result, some insight into staff development can be gained from a review of the literature on organizational development.

Organizational Development: What Is It?

Bennis, a well-known writer on organizational development (or OD as it is frequently called), suggests that:

> . . . organizational development is a respone to change: a complex educational strategy intended to change its beliefs, attitudes, values and structure of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself (1969:2).

Beckhard, another OD authority, defines OD as:

> . . . a planned organization-wide effort, managed from the top, to increase organization effectiveness and health, through planned interventions in the organization's processes, using behavioural-science knowledge (1969:9).

Thus organizational development is the name being attached to total-system, planned change efforts for coping with the changing conditions organization face today.

OD Characteristics

1. Organizational development is a planned program, a planned change effort. An OD program involves a systematic diagnosis of organizational

needs, the development of a strategic plan for improvement and the

mobilization of resources to carry out the effort (plan).

2. Organizational development. inv   s the whole organization,

the whole system. The system to be changed s a total, relatively

autonomous organization. As a result, the top management (the locus of

organizational planning) of the system must have a personal investment

in the program and its outcome. Management must have both knowledge of,

and commitment to, the goals of the program and must actively support

the methods used to achieve these goals.

3. The changes that are sought are directly related to the

exigencies or demands with which the organization is trying to cope.

Bennis (1969:12) grouped these exigencies into three categories, namely:

   a. problems of destiny, growth, identity, and revitalization,

   b. problems of human satisfaction and development, and

   c. problems of organizational effectiveness.

In a similar way, Beckhard (1969:15) notes that organizational development

is:

> . . . related to the organization's mission, that is: it
> is aimed specifically at creating organization conditions that
> will improve the organization's ability to achieve its mission
> goals.

The three categories of exigencies identified by Bennis were delineated

by Beckhard as:

   a. the need to change the managerial strategy, or to change
      organizational structure and roles, and/or

   b. the need to change cultural norms or to change the motivation
      of the work force, and/or

   c. the need to improve intergroup collaboration or to open
      up the communication system, and/or

d.   the need for better planning and the need for adaptation
     to a new environment.

4.   Organizational development is an <u>educational strategy</u> adopted
to bring about a planned organizational change. The educational
strategies employed emphasize experienced behaviour. The three main
educational strategies identified by Bennis were (a) training; particularly
laboratory training, sensitivity training, or group dynamics training
and T-group training (as developed by National Training Laboratories),
(b) consulting (similar to that done by a practicing physician or psycho-
therapist) and (c) applied research, research in which the results are
used systematically as an intervention.

5.   Organizational development involves a <u>change agent</u> who is for
the most part, but not exclusively, external to the client system. A
change agent has been identified by Bennis as a professional behavioural
scientist who takes for granted the centrality of work, is concerned
with improvement, development, and measurement of organizational effective-
ness, is preoccupied with people and the process of human interaction,
and is interested in changing relationships, perceptions, and values of
existing personnel.

The change agent has also been identified as an individual who
has a social philosophy which he or she believes ultimately will lead,
through its implementation, not only to a more humane and democratic
system, but also to a more efficient one. Thus, a change agent is a
catalyst for change, change which will result in a more fully functioning
organization.

6.   Organizational development implies a <u>collaborative relationship</u>
between the change agent and the constituents of the client system. To

optimize this relationship, there needs to exist a spirit of enquiry with data publicly shared, and an equal freedom to terminate the relationship and to influence the other. This suggests that there must also exist an effective feedback mechanism.

7. Organizational development is a long-term effort. Beckhard suggests in his own experience, "usually at least two or three years are required for any large organization change to take effect and be maintained" (1969:15). Persons familiar with behavioural science would agree.

8. Organizational development concentrates on the "people variable" of an organization, and works most effectively with groups of people. Individual learning and personal change do occur in OD programs, but as fallout since these are not the primary goals or intentions. The primary goal is organizational change.

9. Organizational development is designed to increase organization effectiveness and health. B   nard has defined an effective and healthy organization as one in which:

    (a) the total organization, and its significant sub-parts operate according to clearly defined goals and plans,

    (b) human resources are organized according to function

    (c) decisions are made near the source of information,

    (d) there is an effective reward (and punishment) system,

    (e) communications occur both vertically and horizontally,

    (f) there is a minimum amount of win/lose activities,

    (g) the organization is an open system,

    (h) everyone in the organization is considered important,

    (i) there exists an effective and efficient feedback mechanism.

Summary

One of the most significant contributions that the literature on organizational development (i.e., contribution not identified in the other three bodies of literature) makes to the conceptualization of staff development is the identification of three categories of organizational exigencies or needs, namely these related to:

a. problems of destiny, identity, growth and revitalization,

b. problems of human satisfaction and development, and

c. problems o ˈrgɑˈˈˈtional effectiveness.

Staff dě̦ˈˈ ˈivities ˈan be readily classified and described and hence ˈˈˈstood us ti ˈhree categories of organizational needs identified above. For exˈmple minar on organizational goals could be identified as one con ˈibuting to an undersˈanding of organizational destiny and identity, one on new teaching methods would contribute to organizational growth or revitaliza ˈon. A workshop on decision-making or conflict resolution could be identified as a staff development activity contributing to human satisfaction and development, while one on organizational structure might be identified as contributing to organizational effectiveness.

These few illustrations indicate that the three categories of organizational needs identified in the organizational development literature are useful in describing and understanding staff development. As a result, they will be used as one dimension of the analytical framework in this study.

PLANNED CHANGE

Introduction

The discussion of staff development in Chapter 2 noted that staff development may be understood as a process and/or program of planned change. Thus, it seems reasonable that one body of knowledge from which some insights into staff development can be obtained is that relevant to planned change. A number of models of planned change have been developed and used by various authors and change agents. The background to the development of these models together with a description of one relatively comprehensive formulation is presented in the next section.

Planned Change: What Is It?

Change is characteristic of every living, dynamic organism and organization. Yet the idea of change is so all encompassing as to make discussion of it as such, virtually impossible or meaningless. Thus, for the purpose of this study, discussion will be limited to planned change.

Planned change has been identified by Bennis, Benne, and Chin (1969:4) as ". . . a conscious, deliberate, and collaborative effort to improve the operation of a human system, . . . through the utilization of scientific knowledge." Bennis further noted that "the process of planned change involves a change agent, a client system, and a collaborative attempt to apply valid knowledge to the clients problems" (1969:65).

Conceptualization of Planned
 Change: An Historical
   Perspective

Much of the early research investigation of planned change

concerned the diffusion of innovations in agriculture and home-making.

Thus some of the early workers were agriculturists and rural sociol-

ogists. Among them were such notables as Everett Rogers, Charles Hofer,

Paul Marsh, and Lee Coleman.

Rogers, in his monumental publication, the Diffusion of Innovation,

reviewed more than five hundred publications on diffusion, the earliest

of which was published in 1927.

Rogers' publication was one of the first to discuss, in detail,

many of the important findings relative to the diffusion of innovations.

Three of the major findings included: the identification of five major

stages in the adoption process, the identification of characteristics of

innovations that affect the rate of their adoption, and a categorization

of adopters according to the rate at which they adopted an innovation.

The five major stages in the adoption process identified were:

(1) awareness, (2) interest, (3) evaluation, (4) trial, and (5) adoption.

Rogers noted that an innovation may be rejected at any stage in the

process, even after adoption of the innovation (this he termed "dis-

continuance").

In identifying the five major categories of adopters, Rogers

also determined the percentage of individuals who would fit each category.

The result was the now famour "adoption curve." The five categories

with their respective percentages are: (1) innovators--2.5 percent,

(2) early adopters--13.5 percent, (3) early majority--34 percent, (4)

late majority--34 percent, and (5) laggards--16 percent.

Rogers noted that there was a long list of characteristids by which an innovation could be described to show how individuals' perception of these characteristics may be utilized in predicting the rate of adoption and to analyze cases of overadoption (i.e., overuse of the innovation). Rogers, however, selected five characteristics which he considered to be the most important. They were: (1) relative advantage, the degree to which an innovation is superior to ideas it supersedes; (2) compatibility, the degree to which an innovation is consistent with existing values and past experiences; (3) complexity, the degree to which an innovation is relatively difficult to understand and use; (4) divisibility, the degree to which an innovation may be tried on a limited scale or basis; and (5) communicability, the degree to which the results of an innovation may be diffused to others.

Lewin. Another useful model for thinking about change was proposed by Kurt Lewin (1947:5-41), who saw behaviour in an institutional setting, not, as a static habit or pattern, but as a dynamic balance of forces working in opposite directions within the social-psychological space of the institution. The two forces he called "driving forces" and "restraining forces." Change, he suggested, takes place when an imbalance occurs between the sum of the driving forces and the sum of the restraining forces. This imbalance causes group activity to move to a new level, hence, a change. Diagramatically, Lewin's force field appears as follows:

Restraining
forces

Present level
of production

Driving
forces
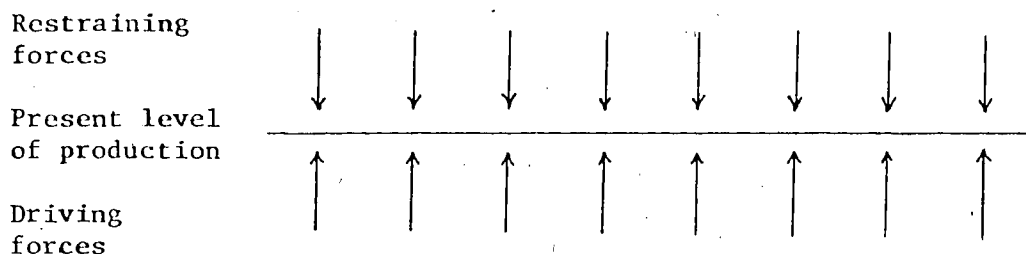
However, Lewin noted that:

> A change toward a higher level of group performance is fre-
> quently short-lived; after a "shot-in-the-arm" group life soon
> returns to the previous level. This indicates that it does not
> suffice to define the objective of planned change in group per-
> formance as the reaching of a different level. Permanency of
> the new level, or permanency for a desired period, includes
> three aspects: unfreezing (if necessary) the present level,
> moving to the new level, and freezing group life on the new
> level (Lewin, 1947:34).

Many of the more recent formulations of stages in the process of change

(as will be noted in the following pages) result largely from the elabora-

tion of the three basic steps proposed by Lewin.

Lippitt, Watson, and Westley. In their publication, The

Dynamics of Planned Change, Lippitt, Watson, and Westley begin by

defining three major concepts that represent significant contributions

to the understanding of the process of change. The three concepts are:

planned change, change "that originiates in a decision to make a

deliberate effort to improve the system and to obtain the help of an

outside agent in making this improvement; change agent, an outsider

"who observes the need for change in a particular system and takes the

initiative in establishing a helping relationship with that system";

and client system, "the specific person or group that is being helped"

(1958:10-12).

The authors note that many of the concepts of change which they develop in the remainder of the book, were heavily influenced by the work of Lewin. It is useful here to note, however, some of the concepts they developed since they relate or can be related to organizational change, and ultimately staff development.

In the first section, the authors make a distinction between change that is the result of a change in the relationship between the parts of the system (that is: internal change) and change that occurs as a result of a change in the relationship between the system and its environment (that is: external change). This is a useful distinction as far as staff development is concerned, since staff are, or should be, concerned both with changes within the college (for example: curriculum changes, timetable changes, and the like), and changes in the community, since to a large extent colleges are preparing individuals for employment in the community.

In discussing the motivation of the client, the authors make use of a "force-field" type of analysis with "changing forces" vs. "resistance forces." They conclude that the two requirements that must be met are: (1) "the client system must feel that it, rather than the change agent, has taken the responsibility for the first steps," and (2) "the client system must not be allowed to complete the change process too rapidly" (1958:15).

The various roles of the change agent include: diagnosing the problem, assessing the client system's motivation and resources, selecting appropriate change objectives, choosing appropriate helping roles, establishing and maintaining the relationship with the client

system, recognizing and guiding the phases of change, choosing appropriate specific techniques and modes of behaviour, and contributing to professional development by research and conceptualization.

The five phases of planned change proposed are to a considerable extent, an elaboration of Lewin's three phases of planned change. The five phases elaborated are:

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"), and

5. achieving a terminal relationship.

Many of the more recent authors have adopted and elaborated these five phases or steps of planned change. As a result, these five steps have become, like the "scientific method," basics from which to begin consideration of any change, including a college staff development program.

The National Training Laboratory. A fourth major contribution to the conceptualization of planned change was the result of the work of the National Training Laboratory (NTL). Its work in communications, human relations, and group dynamics has helped formulate many concepts relative to change in interpersonal and group relationships. One of the major proposals of NTL has been to advocate and use a "cultural island for change" to allow individuals to move to a protected atmosphere where they can "consider and try out changes." "After the change is initiated (in the learning situation), and after plans for introducing the change on the job have been tested, the individual(s) can move back

to the job where further help may need to be given" (Bradford, 1953:15-16). This was the beginning of a much-used method for effecting change today, namely: sensitivity training.

Bennis. Another individual who has contributed much to the thinking about change, specifically behavioural change, is Warren Bennis. Two of Bennis' major assumptions are: that the proportion of contemporary change that is planned or that issues from deliberate innovation is increasing, and that behavioural scientists in increasing numbers are and will be called upon to influence organizational functioning and effectiveness. Bennis identified eight types of change programs, namely: exposition and propagation, elite corps, human relations training, staff programs, scholarly consultation, circulation of ideas, developmental research, and action research (Bennis, 1965:337-360).

The foregoing presents a very brief historical review of the development of change concepts in the sociological, socio-psychological, group dynamics, human relations, and communications disciplines. Certainly many more people have contributed much, directly or indirectly, to our thinking about change, but the foregoing presents a review of the bases for the major models of planned change.

A Planned Change Model

The general paradigm. A considerable quantity of the literature relative to change deals explicitly with strategies of innovation or change in education. Nearly all of these strategies are based upon a general, four or five stage model, which includes: (1) diagnosis, (2) design, (3) awareness, (4) evaluation or trial, and (5) adoption or

rejection. Many of these formulations are based upon the work, research

and writings of a few pioneers, among them Everett Rogers, Kurt Lewin,

Lippitt, Watson, and Westley, and Kenneth Benne.

Several of the more recent writers have tended to either elaborate

or refine the previous formulations, or summarize the earlier research

and formulations or strategies into comprehensive models. Probably one

most comprehensive and useful formulation of strategies, steps, stages,

or techniques for change are those of Chin and Benne (1969:32-59). The

strategies and tactics identified and described by Chin and Benne incor-

porate nearly all of the major strategies and techniques developed by

other and previous researchers and authors. Therefore, while others

contributed much to the information and knowledge about change and

innovation in education (and elsewhere), only the models developed and

described by Chin and Benne will be reviewed here.

The Chin and Benne Model

One of the most comprehensive set of models of planned change

was developed by Robert Chin and Kenneth Benne (1969). The three major

models or strategies proposed by these authors are: (1) the empirical-

rational model, (2) the normative-re-educative model, and (3) the power-

coercive model.

The empirical-rational strategies assume that man is rational,

and that he will follow his rational self-interest once this is revealed

in him. The general strategy of this approach is to search systematically

for knowledge and then to diffuse this knowledge through general educa-

tion. It is assumed that a change proposed by some person or group

(that is: a change agent) which knows the situation that is desirable,

effective, and in-line with the self-interest of the person, group,

organization, or community which will be effected by the change, will

likely be adopted. In other words, because the recipient(s) is (are)

assumed to be rational and moved by self-interest, he (or they) will

adopt the proposed change if it can be rationally justified and if it

can be shown by the proposer(s) that he (or they) will gain by the change.

The normative-re-educative strategies assume that man is

inherently active, in quest of impulse and need satisfaction. The

relationship between man and his environment is essentially transactional.

Thus, "the normative-re-educative approaches to effecting change bring

direct intervention based on a consciously worked out theory or change

and changing into the life of the client system" (Chin, 1969:44). This

model of changing is thus essentially a cooperative, action-research

model. Normative-re-educative approaches recognize that "man must

participate in his own re-education if he is to be re-educated at all"

(Lewin, 1951). Emphasis is therefore upon providing the user with

problem-solving skills and bringing about the needed changes in attitudes,

values and behaviour.

Power-coercive strategies assume that change is the result of

the application of power in some form, political, economic, intellectual,

moral, or otherwise. "The influence processes involved are basically

that of compliance of those with less power to the plans, directions,

and leadership of those with greater power" (Chin, 1969:34). Sub-

strategies include control over job and role requirements, inducements,

and punishments, recomposition and manipulations of power elites, power

redistribution, and the like.

Summary

The main contribution of this body of literature to the conceptualization of staff development is the <u>identification of strategies for bringing about change</u>. In Chapter 2 it was established that staff development is a process, program or strategy for bringing about planned change. As a result, it seems evident that the strategies for planned change identified and elaborated in this chapter would contribute to the understanding and analysis of staff development activities. Consequently, strategies for planned change will be used as one dimension of the analytical model for this study.

EDUCATIONAL PROGRAM DEVELOPMENT

Introduction

Numerous individuals have studied, researched, and written about educational program development. Among these are such notables as Dewey, Goodlad, Saylor, Stake, Stratemeyer, Taba, and Tyler. While each had his or her own bias as to the major or essential components or dimensions of educational programs, those to which most would agree are: (1) a statement of purposes or objectives to be achieved, which is based on an assessment of needs, (2) an integrated body of knowledge or facts and concepts to be presented, (3) teaching methods or strategies to be used in presenting the body of content to the learner(s), and (4) a system of evaluation.

In a similar way, educational program development was defined by the planners of an International Symposium on Program Development in Education held at the University of British Columbia in 1974, as

. . . a systematic process that includes:

(1) the identification and formulation of desirable educational goals,

(2) the creation of appropriate curricula,

(3) the planning and implementing of effective instruction, and

(4) the evaluation of goals, instructional procedures, and outcome of instruction (Blaney, et al., 1974:IX).

Blaney, one of the symposium planners, noted in a presentation at the conference entitled "Program Development and Curricular Authority," the centrality of educational goals to an educational program. Thus, he suggests that the various components of program development must be "systematically interrelated, so that each both influences and is influenced by the nature of the others, with learning goals ultimately at some stage being the primary integrating factor" (1974:7).

It is rather significant that he also notes that while a goal centred program development process is not restricted to who determines the program goals, it is a significant curriculum question. He thus identifies three different patterns of curriculum development based upon the locus of the curricula decision-making authority. These same three patterns, with slight modification, were identified in A Choice of Futures, (Commission on Educational Planning, 1972:152-56) as "modes of program operation." In Table 2 the characteristics of these three modes are summarized, compared, and contrasted.

Modes of Program Operation

Mode I: Institutional. In the institutional mode, authority for establishing the learning goals is largely external to the learners

Table 2

Mode of Program Operation

Program Variable	Institutional Mode	Membership Mode	Autonomous Mode
Authority	External	Shared	Internal
Objectives	Pre-determined	Jointly-determined	Self-determined
Content	Disciplines or subjects	Problems or themes	Interests or concerns
Teacher Role	Director of learning	Facilitator of learning	Consultant
Learner Role	Dependent	Interdependent	Independent
Methods	Teacher Centred	Group Centred	Individual Centred
	Product Oriented	Process Oriented	Performance Oriented
Evaluation	Formal Summative Norm-referenced	Semi-formal Group-referenced	Informal Formative Self-referenced

Adapted from: Blaney, Jack, "Program Development and Curriculum Authority," in Program Development in Education, edited by Jack Blaney, Ian Housego, and Gordon McIntosh, (Vancouver, B.C.: Education-Extension, Centre for Continuing Education, The University of British Columbia, 1974:pp. 2-24).

and thus is assu.....d and exercised by the institution, its administrators, governing board or council. The students, therefore, do not have a significant role in determining what is taught. Objectives and program content are known prior to the commencement of teaching; thus systematic planning is facilitated. The teacher, as expert and director or learning, can apply his or her knowledge to the conditions of learning, to effectively organize the opportunities for learning, for motivating the students and for feedback. Thus, content is usually organized according to subjects or disciplines and evaluation is formal and frequently summative.

Mode II: Membership. Authority, in the membership mode, is shared between the teacher and the learner. That is, the program is developed by the group who have chosen to learn together. Objectives are jointly determined and are directed to the good of the group, rather than individuals. These objectives are rarely explicit, but when they are explicit, usually refer to the desired process rather than the outcomes.

The role of the learner is that of member rather than that of student. The teacher as facilitator of learning has membership in the group equal to each learner. He thus acts as a resource person and may or may not be a permanent member. Each learner participates in deciding ends and means questions and in determining the worth of the group's joint efforts. Thus, evaluation is semi-formal and group referenced.

Mode III: Autonomous. In this mode of program operation, the learner is the authority on the objectives, content, methods, and

effectiveness of his learning. The learner, therefore, assumes complete control over his learning. In developing program which is organized around the learner's interests and concerns, the learner may use as consultants, any available individuals, references, instructional programs or other resources he thinks appropriate for his purposes. Prepared programs are merely starting points for learning. Worth (1972:136) suggests that "learning by experience is probably the watch word of this mode"--whether that experience be by manipulating materials, objects, or conditions in real life or through simulation, work study or on-the-job (apprenticeship) training programs or do-it-yourself projects.

The important distinctions described in the foregoing modes suggests that there is no one best mode of instruction that satisfied everyone's point of view or every set of learning conditions. Most learners will operate better in one mode than in another; so will most teachers. Certain subject matter falls more naturally into one mode than another. Thus, there is no universal mode. This suggests, however, that learning transactions must be responsive to situational factors: the characteristics of the learners his objectives and those of the program; the nature of what is to be learned; and the human and material resources available.

Summary

It is evident from the foregoing that: (1) all three modes are needed in all levels of education; elementary, secondary and post-secondary; pre-service and in-service, (2) this model of program development provides a useful method of distinguishing many important aspects of any educational program. In Chapter 2 it was established that s f

development is an educational program. As a result, the modes of

program operation ident   ed in the foregoing will be used as one of

the dimensions in the analytical model for the specific type of educa-

tional program studied in this thesis, that is, staff development.

CHAPTER 5

THE ANALYTICAL FRAMEWORK: DEVELOPMENT

AND DESCRIPTION

To describe and analyze the approaches to staff development of

Grant MacEwan Community College and Mount Royal College required an

analytical framework. In the previous chapter, four bodies of relevant

literature were reviewed and key ingredients of each identified.

These ingredients were regarded as important building blocks

in the development of the analytical framework to be used to describe

and analyze the approaches to staff development at Grant MacEwan and

Mount Royal Colleges. This chapter has three purposes: (1) to describe

further the development of the analytical framework, (2) to outline,

in table form, and discuss the dimensions and variables of the frame-

work, and (3) to describe how the framework was used. Hereafter the

analytical framework is referred to as the Paradigm[1] nd the ingredients

are referred to as the Dimensions.[2]

---

[1]The word Paradigm is most simply defined as a "pattern" or
"example." In the context of this study the word is used to denote a
conceptual framework or pattern within which the investigation of the
problem occurred. The paradigm thus helped to select the issues which
were important for consideration in analyzing the problem and suggested
ways of thinking about those issues.

[2]The word Dimension w used for each of the ingredients of
staff development because th word helps to suggest that there are
interrelationships among t   and that the paradigm is not complete
without all of its ingred   .

Development of the Paradigm.

        As was noted in the discussion of the evolution of the research design, the initial approach of this thesis was to do a series of case studies of the staff development activities and/or processes in six community colleges broadly representative of the community colleges in Western Canada, and develop a paradigm as a result of the analysis and comparison of these six approaches. It became evident, however, after the six case studies were written, each in chronological order, that this was not the most productive approach. As a result, a decision was made to develop a paradigm by which an analysis and comparison could be made, and to limit the testing of this paradigm to two colleges. The initial paradigm developed was based on models of planned change. In trying to identify, define, or at least delimit the scope of staff development, it became evident that staff development was more than just planned change; it is at least, "an organization-wide educational strategy, program or process" for planned change. Thus, it was necessary to develop a more comprehensive paradigm.

        In developing this paradigm an attempt was made to develop and use discrete dimensions, each of which would contribute significantly to the understanding of staff development. It was not possible, however, to identify completely discrete dimensions, thus some overlap occurs. Nevertheless, each dimension was selected on the basis that it contributed enough new insights to the understanding of staff development to warrant its use. Therefore, only those dimensions were selected that contributed significantly to the understanding of staff development as conceptualized in this study.

The paradigm which follows is based upon four bodies of litera-
ture, namely those relevant to: (a) organizational self-renewal,
(b) organizational development, (c) planned change, and (d) educational
program development.

There was a need to state with as much precision as possible,
the central concerns of each dimension of the paradigm, and to break
each dimension down into more specific parts, or variables. Therefore
the paradigm is presented in both tabular (Figure 1) and descriptive
forms. In Figure 1, the primary focus of each dimension of the Paradigm
is identified in one or two words, and the variables of each dimension
listed.

Dimension One: Needs

Staff development was conceptualized in this study as a program
or process of organizational self-renewal. The organization in this
case is the community college, a relatively new type of educational
organization in Western Canada.

The starting point of almost any educational activity or program
is the identification of the need for the program or the needs the
program will meet or address. The need for staff development in an
educational institution can be grouped into three categories or classes,
(identified by Bennis, 1969:10-17), namely: (a) organizational, that
is: needs relative to destiny, identity, growth and/or revitalization,
(b) membership, that is: needs relative to human satisfaction and
development, and (c) program, that is: needs relative to organizational
effectiveness or goal attainment.

DIMENSIONS		**VARIABLES**
1. Needs	(a)	Organization (destiny, identity, growth, revitalization)
	(b)	Membership (human satisfaction and development)
	(c)	Program (organizational effectiveness or goal attainment)
2. Mode of Operation	(a)	Institutional
	(b)	Membership
	(c)	Autonomous
3. Level of Functioning	(a)	Operations
	(b)	Regulation
	(c)	Learning
	(d)	Consciousness
4. Strategy	(a)	Normative-Re-educative
	(b)	Empirical-Rational
	(c)	Power-Coercive

Figure 1

Analytical Framework

Organizational needs. Destiny needs refer to those related to

the identification of the specific goals or purposes of the organization,

that is, "What is the organization's ultimate structure, purpose, program,

membership, or clientele?" Identity needs refer to those that relate

to an organization as a separate unit or function in society. In the

case of the community college, identity needs would relate to the college

as an educational institution separate from both the secondary school

and the university. Staff development activities designed to fulfill

destiny and identity needs would include seminars and the like on such

topics as "the idea of the community college" or "characteristics and

functions of the community college in society," and "serving the adult

learner through continuing education" or "the meaning of life-long

learning."

Growth needs result from the increase in size or complexity of

the organization. The vary rapid growth in number, size (enrollment),

and complexity of the community college over the past twenty to twenty-

five years in Western Canada has created many staff development needs;

needs for more and better educated staff, need for staff with a greater.

diversity of competencies and need for new techniques or methods of

both instruction and administration. Revitalization refers to those

staff development needs that result when an organization fails to grow

and develop, where the organization has the need to redevelop, renew,

or revise its goals, program and/or membership.

Membership needs. The second need for staff development was

identified as membership needs, needs relevant to human satisfaction

and development. One type of satisfaction would be job satisfaction,

which results, in part at least, from a congruence between the employee's expectation for his job and expectations held by the institution for the employee (that is: his job description). Human satisfaction may also result from a feeling of accomplishment, a feeling of purpose or a feeling of individual worth. Satisfaction may be the result of personal growth and development; the acquisition of greater cognitive or psycho-motor skills or competencies. In the community college, these membership needs may be identified as the need for acquiring greater human-relation skills, the need for a voice in program planning, the need for improving teaching skills or techniques, or the need for opportunities to do reading, attend conferences or travel to broaden the individual's under-standing of the world in which he or she lives and works.

Program needs. The primary purpose of every post-secondary educational institution is to graduate competent potential employees or entrepreneurs. This is accomplished through the student participating in the educational program, course of studies, or curriculum of the institution. In most community colleges, the course of studies or curriculum for each career area or career cluster is developed by the instructional and administrative staff members of the institution, sometimes working in cooperation with potential employers or represen-tatives of the careers in question. Since the community college move-ment is relatively new in Western Canada its educational programs are also frequently new and in the process of development. Therefore, since each college must develop its own curriculum, there is a need in the college for staff who are knowledgeable about and competent in curriculum development. Thus, the third category of staff development needs was

identified as program, that is: those needs relating to developing and

implementing educational programs that will improve organizational

effectiveness or goal attainment.

Staff development activities relative to this category of needs

would include those designed to help staff understand and make provision

for new career opportunities and the changing nature of the world of

work of college graduates; understand and make provision for the needs

and characteristics of a very diverse group of students which they

serve; and develop alternate approaches to program content and course

scheduling; so the purposes or goals of the institution may be more

fully achieved.

Dimension Two: Mode of Operation

A staff development program or process can be seen as functioning

in any one of three models, namely: institutional, membership or

autonomous. These three modes of operation are contrasted in Table 2

(page 69).

The institutional mode identifies a program in which the authority

is external, that is where those responsible for operating the community

college stipulate the program, determine the program objectives, content

and method, prior to its commencement. In the institutional mode, the

teacher is the expert, the director of learning, the dispenser of

knowledge, the learner is the recipient of knowledge, passive, and

dependent on the teacher. The objectives of the program are phrased in

terms of something observable which the student will do. The program

content is organized according to subjects or disciplines. The method

of instruction is teacher centred and product oriented and evaluation is

usually formal and norm-referenced. Typical staff development activities included in this mode would be many university courses and formal workshops and seminars, where the objectives are determined prior to the instructional situation by an individual or group outside the participant group, and where each course or seminar is presented by a resource person, keynote speaker or other expert. In many such cases the participants are passive or dependent upon the resource person or keynote speaker for the conduct of the total activity.

Authority for program development and operation in the membership mode is shared between the teacher and the learner. Objectives are jointly determined and the content is organized according to problems or themes. The role of the learner is that of a member rather than a student. Thus, the instructional method is group centred and process oriented. The teacher is a facilitator of learning, a resource person. Evaluation is semi-formal and group-referenced.

Staff development activities that would belong to the membership mode would include the semi-formal workshops, seminars and conferences, staged by professional associations, staff associations, and the like, the participant group collectively determines the objectives for the activity, some of which may evolve during the process of the seminar or workshop, and interact with each other as well as the resource person in arriving at the solutions or conclusions to the problem under study, and in evaluating the results or success of the activity.

In the autonomous mode of staff development, authority is internal to the program, the learner being the authority in determining objectives, content, method and effectiveness of his learning. The

learner is independent and active in the learning process. The teacher

or teachers act as consultant(s). The program content is organized

according to the learner's interests or concerns and the method of

instruction is individual-centred and performance-oriented. That is,

the individual learner chooses the method of instruction he or she thinks

most appropriate. Evaluation of achievement is informal and self-

referenced.

Examples of staff development activities that would belong to

the autonomous mode would be professional reading, travel, and visita-

tion.

Dimension Three: Level of
· Functioning

Staff development activities can occur at or be directed toward

four levels of functioning within the organization, namely: operations,

regulation, learning, and consciousness.

At the level of operations, staff development activities would

be directed toward maintaining stability and reliability in the orga

ization. Included would be activities such as orientation and ind

of new members into the organization and up-grading and up-dating the

competence of staff members relative to their roles in the organization

(e.g., in the community college this would include workshops on teaching

technique, study relative to academic specialty, and professional

reading). Therefore, the emphasis at this level is upon familiarizing

staff with what the organization is and what it does, rather than

with what it should or could be.

The primary function of the level of regulation is to maintain

activities of the operations level. Thus, staff development at the

level of regulation would include activities directed toward improving

internal feedback mechanisms or systems, understanding and accepting

operational goals, establishing criteria and mechanisms for indicating

the degree of success in accomplishment of goals, and establishing

decision-making procedures. The emphasis here is upon assessing whether

the organization is where it thinks it is or where it should be. In

the case of the community college this would involve assessing whether

the courses and programs are meeting the needs of the students and

whether the graduating students have the type and level of competencies

expected by potential employers. As a result, typical staff development

activities would include follow-up studies of graduates, program

evaluation by students, and activities to help staff understand and

accept the goals of the institution.

Staff development at the level of learning would include

activities directed toward creating the capability within the organiza-

tion to address novel or non-routine problems and to take advantage of

changes in technology and knowledge. Included would be seminars,

workshops, and courses directed toward providing staff members with new

methods, new tools, and new knowledge with which to accomplish their

role. In the community college this would include staff development

activities on topics such as new instructional methods, making use of

new hardware and software useful to the organization, (e.g., digital

computers, A/V equipment), new approaches to curriculum development

and organization (e.g., DACUM[3] approach to curriculum design), and

---

[3]DACUM, an acronym for Designing a Curriculum is an approach
popularized by Holland College, Charlottetown, P.E.I. in the early 1970's.

alterna forms of organizational structure directed at improving the problem solving capacity of the organization.

At the level of consciousness the organization monitors itself and its mission in relation to the changing needs of society. Thus staff development activities at this level would be directed toward defining, redefining, and recreating or creating a new role for the organization in society. In the community college this would include staff development activities on topics such as "the idea of the community college" or "the role of the community college in adult education."[4]

The examples of staff development activities or processes used in the preceding sections would suggest that any one activity might well be directed toward or involve more than one level of functioning, depending upon the approach used. Thus, to determine at what level the activity is directed, a review of the content, agenda or programme of the activity is necessary.

Dimension Four: Strategy

Staff development was defined in this thesis as a program or process of planned change that would result in or create a self-renewing organization. Ingram (1974:75) suggests that one of the most productive vantage points from which to examine the change phenomenon is to focus upon the strategies used. Thus, the focus of this dimension is upon the strategy(ies) used by the organization to facilitate the development of its self-renewing capabilities through staff development.

---

[4]Both of these concepts while usually well accepted in the U.S.A., are just now becoming a part of college responsibility in Alberta.

The three strategies (or groups of strategies) identified were: (a)
normative-re-educative strategies; those in which the participants
are actively involved on a cooperative basis with the change agent in
the total change program, (b) empirical-rational strategies; which
assume that man is rational and self-directed and thus will follow his
rational self-interest once it is shown to him, and (c) power-coercive
strategies; those in which change is brought about by the compliance
of the participants with those in authority.

The normative-re-educative orientation is based upon the view
that man is an active being, who strives to satisfy his many and
interrelated needs through transactional relationships with his environ-
ment. At the societal level man is guided by the norms, the relation-
ships and the expectations of the groups and institutions to which he
belongs. At the psychic level, man is guided by his internalized
meanings, habits, and values. Thus, changes in normative orientations
involve changes in attitudes, values, skills and relationships. This
suggests that potential users must be involved in working out the new
programs, especially in identifying the goals of the program. Also,
since problems confronting the user are not necessarily solved by more
substantive or technical information, emphasis is placed upon the
development of problem solving skills, with the change agent acting as
a "process helper."

An example of the use of this strategy would be the development,
on a cooperative basis between administration and faculty of staff
development activities or programs aimed at resolving some problems
within the organization through activity(ies) directed primarily at

changing the values, attitudes, norms or internal-external relationships
of the client system through re-education.

The general approach of the empirical-rational orientation is
to search systematically for knowledge and then diffusing this knowledge
through general education. This strategy thus assumes that an innovation
that is developed or proposed on a rational basis and that is superior
to present practice, will be adopted if the proposer (or developer) can
reveal the rationality of the innovation to the potential user and can
indicate to the user how he can gain from adopting it. Thus, the change
agent acts as a c alyst and a solution-giver.

Empirical-rational strategies involve activities in which the
staff participate in basic rese..ch d knowledge dissemination through
general education relative to th. blem, in   ng information
systems, and in applied research activities in which the applied researchers
are linked both with the centres of basic research and with organized
consumers of the research results, (e.g., through the establishment of
a Research and Development centre at the college or through interlocking .
roles such as instructor-researcher).

The power-coercive orientation assumes that those wishing to
bring about change will apply power in some form--political, economic,
or moral--in order to get the innovation adopted. The change agent is
thus a "solution-giver." Power-coercive strategies would predominate
where the administration of an institution decreed that a certain type
of staff development activity be implemented or that specific staff
participated in certain staff development activities or processes.

Conclusion

A conceptual framework serves as a filtering lens through which one can make sense of the phenomenon under consideration. The conceptual framework that has been presented in the foregoing has been developed for the purpose of analyzing and describing staff development activities in educational institutions. In the following chapters, this paradigm is used to describe and analyze staff development activities in two community colleges in Alberta.

PART III

THE CASE STUDIES

STAFF DEVELOPMENT AT GRANT MACEWAN

COMMUNITY COLLEGE

AN HISTORICAL PERSPECTIVE

Introduction

The primary purpose of this section is to present a case study of staff development activities at Grant MacEwan Community College over a period of time from the founding of the college in 1970 to mid-1975. The information for this case was obtained from (1) a number of interviews with key staff at the college (see list, Appendix C) between April 1972 and June 1976, (2) a review of selected college documents including college calendars, and staff development program outlines and reports, (3) minutes of some of the meetings of the two instructional (and later one) staff development committees, (4) a personal involvement in the first new-staff orientation program, (5) personal notes made at many workshops and seminars which the author attended and at which MacEwan College staff were present and relevant subjects discussed, (6) news articles in The Edmonton Journal, and (7) reports of MacEwan College activities contained in annual reports and College Comment.

Beginnings

Grant MacEwan Community College, Edmonton's newest post-secondary, non-university educational institution, named after His Honor, The Lieutenant Governor of Alberta (1964-1974), was established pursuant to

Section 19, Subsection (1) and Section 31, of the Public Colleges Act, 1969, by Order-in-Council 837/70, May 5, 1970, as EDMONTON COLLEGE. Its name was changed to Grant MacEwan College on August 13th of that same year.

Grant MacEwan College began operation on September 7, 1971, with an enrollment of 410 students housed in two campus locations in the City of Edmonton (population, approximately 500,000). As a result of the rapid increase in student enrollment during the first year of operation, a third campus was obtained and opened in September, 1972, and a fourth campus in September, 1973. Within two years of beginning operations, MacEwan College consisted of four campuses (Cromdale, Assumption, Scona, and Jasper Place), with an enrollment of over 1,200 students, and administrative headquarters in an office building in downtown Edmonton.

The initial staff complement numbered about forty professional people. During the 1972/73 academic year this increased to almost eighty full time staff, and in 1973/74 to over one hundred. Included in this number were: the President, six divisional directors, three other administrative staff, nearly twenty support staff, and the balance instructors.

Administration

Grant MacEwan is one of six such colleges operated by the Department of Advanced Education and Manpower, Government of Alberta, under the terms of the Public Colleges Act, 1969. The College is administered directly by a Board of Governors, composed of lay people and others, broadly representative of the community served, appointed by the

Lieutenant-Governor-in-Council. This corporate body is empowered to
establish policy for the total operation of the College, receive and
expend funds from Governmental and other sources, hold property, and
enter into agreements necessary for the operation of the College. The
President and all other staff of the College are employees of the Board.
Salary and other working conditions are established through collective
bargaining between the Faculty Association and the Board. As a result,
all factors relative to staff development are within the jurisdiction
of the Board.

The governmental structure of the College is divided into four
main areas of responsibility, namely, the Board of Governors, which
includes the College President, one student, and one faculty represen-
tative and five appointed lay members from the public at large; three
administrative divisions--Student Affairs, Finance and Administration,
and Grounds and Buildings; and five instructional divisions--Academic,
Business and Administration, Applied Arts, Applied Science, and
Continuing Education. "Further sub-divisions occur in each area with
a comprehensive system of Committees designed to facilitate the demo-
cratic process throughout the college" (G.M.C.C. 1973/74 Calendar:3).
One such Committee is Academic Council, a Committee of instructional
and administrative staff, established pursuant to the Public Colleges
Act, 1969, and charged with the responsibility of initiating and
developing college policy, through recommendations to the College
President.

College for Everyone

Grant MacEwan Community College was the result of several studies, much discussion by individuals and groups interested in secondary and post-secondary education, and laymen in the Edmonton area. As a result, many had developed a great deal of interest in, and expectation for, this College long before it was founded.

The need for a College in the Edmonton area was demonstrated by a junior college feasibility study commissioned by the Edmonton Separate School Board in 1964. In September, 1968, the Provincial Board of Post-Secondary Education established a planning committee "to produce a report for the establishment of Edmonton College" (Board of Post-Secondary Education, Planning Committee Report, 1969:i). The Committee completed its study in April, 1969. In the report, the Committee recommended the establishment of a two-year College in Edmonton "as soon as is practical and possible . . . to provide programs and courses complementary to those offered at the University of Alberta and the Northern Alberta Institute of Technology" (Ibid:pp.iv). The Committee further recommended that major emphasis be placed upon the teaching function and student counselling, together with flexibility and variety in program development and instructional techniques.

While the Committee did not specifically recommend an open-door policy with regard to admissions, it was suggested in the discussion of the nature of the College. The report repeatedly noted the need for flexibility and adaptability in meeting educational needs and purposes. Further, it suggested that some programs should be exploratory in nature ". . . to enable the student to explore his interests and strengths to move toward the selection of a career program either in College or another

institution" (Ibid: p.29). As a result of these and other similar recommendations, this study report became the blueprint for a "new kind of College" in Alberta, a College which was specifically and purposefully designed and structured to provide for the humanistic side of education.

Much fanfare accompanied the announcement of the establishment, and each subsequent event in the development of Grant MacEwan College. A search of the local daily newspaper (Edmonton Journal) indicated it contained at least one news article on MacEwan College every month during this period (1970-71).[1] Many of these "news releases" suggested that MacEwan College was going to be something different. Above all, it was going to be a College for all people, especially those who did not, could not, or would not attend the Northern Alberta Institute of Technology, Alberta College, or the University of Alberta (the only other post-secondary institutions in the City or vicinity).

Early in the development of the College, it was noted that the basic philosophy would be to take the courses to the people (the students). In a news release in December, 1970, Board Chairman Moore suggested that "the College won't be a traditional campus of cloistered, ivied towers, in which students find seclusion in the pursuit of knowledge" (Edmonton Journal, December 2, 1970). While it was frequently noted what MacEwan wasn't going to be and that it was going to be a "new kind of College," rarely was there any indication as to what aspects of the College were going to be "new" or "different" from what other colleges were doing. Nevertheless, people in the Edmonton area began to look upon the College as providing new opportunities for both potential students and employees.

---

[1]For a listing of these articles see Appendix D.

It should also be noted that MacEwan College was being planned and developed at a time when many people were convinced that education was virtually a panacea and a sure road to fame and fortune. As a result, many people were interested in education--particularly post-secondary education.

Key Personnel

Given the situation that existed at the time in Edmonton, it is not surprising that the Committee recommended a non-traditional College. Nor is it surprising that the first Chairman of the Board of Governors was a former Chaplain at the University of Alberta, a man who had counselled many disillusioned students. The fact that Barry Moore believed that his role was to develop a "new kind of College" was indicated in a presentation he made at the first Annual Banff Leadership Conference on College Administration, Banff, June, 1970. His topic on that occasion was "Models for a New College: The Edmonton Case." During his presentation, Moore suggested that MacEwan College was going to be different, that it likely wouldn't have a central campus, but rather would be a "store-front campus," making use of whatever facilities were available, thus, having a capability for taking the courses and programs to the people who could benefit most from them. He reported further that its programs were to be diverse and mobile, that instruction would involve many resources which were readily available in the community, that the courses would be geared to part-time itinerant students, and that emphasis would be placed on counselling and student services

(Personal notes, 1970).[2]

John L. Haar was elected as President of Grant MacEwan College in 1970 (the announcement was made in October, with Haar to commence his duties at the College in mid-April 1971). In making the announcement, Barry Moore said that Haar "personifies the kind of College we want to build, a College concerned with a wide variety of educational experiences" (College Comment, 1971:3). In many ways it appeared that Haar was ideally suited for the job, having obtained a B.A. in History, German, and International Affairs from the University of British Columbia in 1960, and an M.A. in 1962. During the intervening years and subsequent to 1962, he gained considerable experience teaching and administering adult education programs in British Columbia, Alberta, and Ontario, where his latest appointment had been as President of Centennial College of Applied Arts and Technology, Scarborough from its founding in 1966 to 1971.

College Purpose

John Haar believed (and frequently said so at conferences and workshops during 1970-73 which the author attended) that the real role of a community college was to provide programs and services geared to the continuing education needs of people, a role that he recognized was not, as yet, well understood or accepted by most of the public,

---

[2]During the period when Grant MacEwan College was being developed (that is: 1967-72), the author was employed as Coordinator of Agricultural Education, and was a graduate student in Educational Administration at the University of Alberta, Edmonton, so attended many of the conferences at which this new college was discussed. On several such occasions the author was recorder for small group discussions held.

because community colleges were too new (Haar interview, 1974). He also believed that the most important characteristic of the education provided by the community college was that it be relevant to the needs of the people. He suggested, therefore, that the most important qualification of a college instructor was "creativity."

> college's greatest need is a creative teacher or instructor or educator . . . one who is sufficiently professional and competent to sail the uncharted waters, on a new course for which there are no reference points, and who isn't going to run for shore as soon as a storm blows up (Harr interview, 1974).

Haar hoped to employ this type of staff member in his new College.

Unique Staff

As a result of the changes that were taking place in education, particularly the developments in post-secondary education, a surplus of university graduates in almost every discipline, and the uncertainties that existed in the business world, the number of applicants for almost every teaching position at the College was far beyond all expectations. However, it gave Haar the opportunity to select staff according to his biases, with major consideration given to those individuals "assessed as having a large capacity for growth, development, and leadership" (Haar interview, 1974). Consequently, little consideration was given to those with teacher training or teaching experience. This was in keeping with Haar's opinion that since there were no colleges or universities specifically dedicated to the training of college instructors, no trained college instructors were available anyway. Being convinced that one of the fundamental purposes of MacEwan College (if not all colleges) was to "reclaim people to the educational process; people who had become redundant through rapid technological change"

(Haar interview, 1974), Haar proffered that it was much better to employ people who were competent in their field than competent in teaching. And so, the first contingent of faculty consisted of individuals with little to considerable formal education and some to much work experience. One thing that was common was that most lacked either or both teacher training or teaching experience in a post-secondary institution. "Most had never before faced a class" (Haar interview, 1974). Thus, some orientation would be necessary.

Need for Orientation

At the same time, Haar was very much aware that he was establishing what had been reported as a "new kind of College." Therefore, he was concerned that the College get off to a good start, a start that was consistent with the College's mandate and image as he perceived them. Recognizing that he was bringing together into a new environment a diverse group of people, most of whom had no teaching training and/or had never before faced a group of students as their instructor, with little idea as to type of institution in which they were going to work, and/or who had never worked before in a community college, he recommended to the Board in April, 1971, that an orientation program be planned for all staff, to be held in late July and early August. The purpose of this program would be to "fill the staff in on the purpose of the College" and "to prepare them to meet students in the classroom." The Board approved the proposal in May, 1971.

The College, however, had no staff to provide this orientation (all of the administrators except the President were as new to their job and as new to the community college concept as were the instructional

staff), so Haar asked (initially in February 1971) for assistance from

the Department of Educational Administration, Faculty of Education,

University of Alberta, several of whom had been involved in the studies

and some in the planning for the new College, reasoning that here was a

group of dynamic academics, some of whom had college experience, and

many of whom were considered (or considered themselves) innovative.

All at least should be familiar with the latest ideas concerning innova-

tive community colleges. Subsequently, Dr. G. McIntosh, Associate

Professor of Educational Adminisrration, who had requested and been

granted access to Board proceedings in order to study the start-up

procedures adopted by the College Board and Administrators, agreed to

take on the project, assisted by a small group of interested graduate

students in Educational Administration (one of whom was the author,

who participated in the initial planning only).

The group would be responsible for planning and operating the

total program.

The First Staff Development
Program

After much planning the four-week program for all staff

employed by the College commenced on July 4, 1971. As a result, Grant

MacEwan College became the first college in Western Canada, if not all

Canada, to offer as one of its first activities as a College, an

extensive orientation program for incoming staff.

The program had difficulties from the beginning. Haar had

recommended that it be held early in the year so staff would have some

preparation time, following the program, before classes started. The

late start[3] of the orientation program made this seem nearly impossible

to the majority of these inexperienced, somewhat unprepared faculty

members. Information distributed to staff indicated that attendance

for all staff was compulsory. Yet, administrative staff attended only

occasionally. While it was obvious and true that they were busy making

last minute arrangements for classes, instructional staff felt the same

pressure. As a result, those who did attend, i.e., the instructional

staff, took the absence of the administrative staff as an indication

of their lack of interest in the program. And so some discussion

developed from the beginning.

McIntosh, a student of change, and relatively new to the

community college concept wanted to provide a program that was perceived

by all to be beneficial and worthwhile. Thinking that this group of

dynamic and innovative staff would be knowledgeable about their own

needs, he allowed the participants considerable freedom in making

changes to the planned program. As a result much time was taken up in

discussions of little value to many (Leadbeater, 1971:5).

Program Evaluation

Nevertheless, the program did run the full four weeks; most

staff attended regularly and considerable work was accomplished.

---

[3]Although the program started on July 4, some of the staff
suggested in later interviews (1973-74) that if an orientation program
was to be held it should have been one or two weeks earlier. They felt
that the orientation session cut into the time they should have had
for class preparation, since many of them had never before been in a
classroom as a teacher.

McIntosh's assessment, however, of the first orientation program upon
its completion was that he did not feel the program had accomplished
any of its purposes in a satisfactory way. He felt the multiplicity
of one-shot activities which lacked integration with concurrent divisional
work and the actual needs of the participants failed to develop a sense
of common purpose and may have generated organizational conflict
(Stewart, 1971:1-2).

The lack of integration no doubt also resulted from the sharp
division of instructional and administrative roles, and the conflicting
demands upon the time of the participants; they had to prepare for
classes which were only a few weeks away as well as attend the orien-
tation sessions.

Nevertheless, the program was considered useful by many. Lead-
beater, an observer, noted the following achievements of the program:

The participants:

--learned about some different approaches to teaching;

--were exposed to a wide array of ideas on audio-visual
techniques;

--became familiar with each other; . . . and the spectrum
of educational perspectives at MacEwan;

--saw the five series of National Film Board films, and

--participated in a peer teaching experience (which was
generally appreciated by those who did take part)
(Leadbeater, 1971:5).

Reasons for the limited success of the orientation program by
faculty included:

1. Failure of many of the chief administrators to atten all or
most of the sessions. As a result, the faculty obtained the
feeling that while the administration had set-up the program,
they really weren't too interested or concerned with what

happened during the sessions. On the other hand members of
the administrative staff suggested they couldn't attend
regularly because 'a college was being set0up and there were
other things (supposedly more important) that had to be done.'

2. The faculty didn't feel they were sufficiently involved in
planning these sessions. There was considerable feeling among
some that the program was 'laid-on.'

3. A feeling existed amongst some that because of the heavy
involvement of University of Alberta faculty, the program was
too theoretical, structured, and was 'too laid-on."

4. The program tried to be all things to all faculty. Time was
too short to develop many ideas and to practice those things
considered most valuable (particularly peer teaching sessions).
(Stewart and Leong interview, 1974).

It is notable that little mention is made, in any of the evalua-

tions, of the fact that among many faculty members there was deep

concern about the following four or more months, for which they had

little time to prepare. And so their thoughts were scarcely upon the

orientation program. As Day noted, "We hired all our staff and designed

all our courses and some of our programs within a very few months, so

consequently people were really swamped. And staff development didn't

get off to a very good start and to me it is still floundering" (Day

interview, 1973).

One participant in the first orientation session observed, after

one year of practical experience, that he thought "Orientation sessions

were an administrative thing, needed by an organization to bring new

staff in [to the fold, presumably]." He also noted he thought ". . . the

staff recognize that to make a success of any organization, the organiza-

tion must orient new members to the environment, philosophy, and methods

of the organization." He further suggested that "staff who have taught

for a year or two in a college recognize that teaching poses a definite

challenge to the people coming in, and that if they haven't had the background to do an effective job, staff development and orientation is a must" (Eggers interview, 1973). This attitude was substantially the same as that stated in an interview with the Dean of Academic Affairs who noted that in his view one of the major reasons for holding the new staff orientation program in 1971 was that ". . . a lot of staff had never been in the doors of a community college" (Day interview, 1973).

Haar's evaluation of the orientation program was somewhat more positive even though he thought there was too much theory (that is, too much philosophizing) and not enough which was practical. "This was due in part," he suggested later, "to the fact that none of the resource people had ever worked in a college either" (Haar interview, 1974). It should be noted that while graduate students in educational administration at the University of Alberta, who had college teaching and/or administrative experience were involved in some of the initial planning, they were not included in the staff development team who conducted the orientation sessions. Nevertheless, Haar felt it was definitely worthwhile since "it introduced staff to the philosophy of the community college" and made some of them aware that "the ball was in their hands now." He felt, however, it would have been better if McIntosh had not allowed the participants so much say in what was done. He believed that since most had never taught or worked in a college, they couldn't possibly know what was needed (Harr interview, 1974).

A Positive Result

No discussion of follow-up activities took place during the orientation sessions. Nevertheless, the orientation program did touch off a lively interest in staff development. Haar was of the opinion that these interests would have produced good results if it weren't for the fact, in his opinion, that "a number of staff became more concerned with who was going to control rather than what was going to be done" (Haar interview, 1974). As a result, it was the President's office that again had to raise the questions later in the year, "what orientation is being prepared for next year?" (Haar interview, 1974). Since there were no answers forthcoming in most cases, one of the outcomes was the establishment by the President (with the approval of the Board) of an Instructional Development Committee for the College, to "assure that someone took responsibility for the continuation of staff development activities" (Haar interview, 1974). It is evident, however, that this decision was not well received by some of the faculty, for when the Academic Council came into being some time later, it also established a staff development committee. Fortunately, many of the members on the Academic Council Committee were the same as those on the Instructional Development Committee. Thus, within a few months the two committees began to work together and expanded their terms of reference to include "college development."

Faculty Leadership

Kemp, Chairman of the administration-initiated Instructional Development Committee, realizing that two separate committees were dysfunctional, initiated action to try to overcome the problem. In a

memo of December 11, 1971, to the Chairman of the Academic Council

Committee, Kemp noted that:

> . . . it is necessary that the two Committees unite; otherwise
> the polarization of persons over an issue is likely to confuse and
> frustrate efforts to get the job done. The job is to improve
> instruction, which is a matter of mutual concern . . . .

He concluded his memo by noting that "the question for Academic Council

to consider is whether action to achieve instructional excellence

throughout the College will be served or frustrated by any division

between policy and execution arising from the existence of these two

Committees." It is evident that Kemp's memo had effect, for during the

1972/73 academic year, one of the main activities of the two instruc-

tional development committees was to resolve their differences, deter-

mine their respective roles, and amalgamate, if possible. Thus, while

two committees existed into 1974, in most cases they acted as one, as

the Joint Instructional Staff Development Committee. It was an ad hoc

planning subcommittee of this joint committee that later set forth the

proposals for a long term staff development program.

The Continuing Need

A second outcome of the orientation program in 1971 was the

decision to hold a second orientation program for incoming staff in

the summer of 1972. The program for 1972 was organized and planned by

a subcommittee of the Instructional Development Committee, which included

representatives of several groups of faculty in the College. The program

planned was very flexible, allowing considerable time for individual

participation and discussion. The evaluation reports would indicate

that the results of this second attempt were somewhat more impressive

than those of the first program, even though much of the program planned
was not implemented. Evidently the flexibility was appreciated by the
participants since most of them rated the program as either relevant
or highly relevant (Stewart, 1972:15).

The timetable for the program of activities for the orientation
program of 1972 carried a footnote to the effect that "further staff
development and orientation activities are planned for a day each
month during the trimester." To facilitate planning for these activities,
the questionnaire distributed to the participants of the orientation
sessions included two questions to determine participant preferences
as to the content and timing of professional development activities
during the coming year. The results indicated that sixty-three percent
of the respondents were interested in developing teaching skills, dis-
cussing teaching methods, and problems, attending workshops or learning
the "theory of curriculum construction" (Stewart, 1972:15). One
respondent urged that "only those [activities should be scheduled] which
are planned in response to a specific need which has been identified
by those who will participate" (Stewart, 1972:16). Also of significance
was the value placed on professional development activities as indicated
by the expressed willingness of a substantial number of respondents to
allocate regular and extensive out-of-class time during the college year
for this purpose.

Program Mode

The primary purpose as laid down by the college administration
for both the first and second orientation programs was to orient the
faculty to the philosophy and purpose of a community college and t-

teaching in such a unique institution. The main thrust of the workshops held during the college year was to improve the instructional competence of the faculty. While the results of questionnaires and interviews completed immediately following the orientation program indicated that the faculty were primarily interested in increasing pedagogical competence, several members of the faculty who were interviewed for this study indicated that "a very small minority of the faculty was interested and involved in planning or taking part in group faculty development, even when it is organized or planned and presented by the faculty" (Mitchell interview, 1973).

This fact was illustrated by the very small response to an in-service workshop held in April, 1973. The lack of concern or commitment was also illustrated by a faculty member's response to a question concerning the small attendance, "Well, it was held on a weekend; what do you expect?" That a small minority of instructional staff were interested in taking an active role in staff development was illustrated by the very small number of instructional staff who have acted on the various committees (the same names keep reappearing on committee membership lists). However, the Dean of Academic Affairs noted that:

> I think that not all the staff would like to devote their time to that kind of thing. I am sure that if we had an interesting staff development program or at least one which had a well thoughout, well-planned approach and had the resources and the knowledgeable people that the academic division personnel would support it very well (Day interview, 1973).

The fact that instructional staff had set up several in-service sessions and had prepared a brief on staff development, indicated that some wished to take an active role in staff development. Interest in staff

development, therefore, was not limited to administration. Day noted
that:

> . . . within the College, the Division Chairmen and the
> Departmental Directors have attempted to carry on sort of a
> staff development within their own group. So I think probably
> that our work with administrative staff has been better in
> terms of staff development than what the faculty have been
> doing (Day interview, 1973).

It is evident therefore, that while there were a number of cooperative

efforts between faculty and administration, each had also taken some

unilateral action. It is also evident that while some of the faculty

felt they were the only ones concerned or involved in staff development,

adminisrration were involved and to some degree saw staff development

as their prerogative. The fact that two instructional development

committees were established and continued for some time indicates both

the interest in and the difference of opinion about whose prerogative

staff development should be at the College.

Administrative/Faculty Leader-
ship Conflict

Largely, as a result of the concern on the part of the College

President that staff development is necessary; that is, should occur

in an orderly, continuous fashion, and that faculty do not have the

time or resources to direct all of their own development, an attempt

was made during 1971-72, to employ a Staff Development Officer (SDO).

The faculty initially disagreed with the proposal, Stewart (interview,

1973) suggested, ". . . because they saw the person being proposed as

part of the administration."

Day, Director of Academic Division and a member of the Instruc-

tional Development Committee of Academic Council noted that:

Faculty resisted any attempts of the administration to hire
what we call a Professional Development Officer, because it is
their feeling, and maybe rightly so, that they want this person
accountable to them, not to the administration. They don't want
him as a sort of "Inspector of Schools' type, they want him as
a person in whom they can have complete confidence, . . . a
person to assist them, not to report back to the administration
on them (Day interview, 1973).

This problem was eventually resolved during late 1974, by management and the Board of Governors agreeing to making the Staff Development Officer responsible to the Staff Development Committee of Academic Council rather than the College President or another administrative staff member. Thus, a Staff Development Officer was appointed late in 1974, for a trial period. The Staff Development Officer was responsible for the budget for staff development activities through the Dean of Academic Affairs and the Finance Officer of the College, just as any department head would be responsible.

Continued Faculty Interest

During 1972/73, certain members of the staff took the initiative in attempting to get more workshops and in-service sessions organized.

The Academic Division has been especially active in setting
up workshop committees which were subsequently amalgamated with
the Instructional Development Committee. The thrust came from
a little professional group within the Academic Division (Day
interview, 1973).

As a result of this activity several workshops were held. These two-day workshops were quite successful according to the participants (Mitchell interview, 1973).

The fact that the initial faculty committee (that is: the little professional group within the Academic Affairs Division) was amalgamated with the Instructional Development Committee suggests that the workshop

was not totally Academic Division faculty directed. As one administrator

noted, however, ". . . since the workshops were pretty well at college

expense, it is reasonable that college administration be involved or

at least aware of the plans" (Leong interview, 1973). It was noted,

however, that ". . . it is not the intention of the admi . stration to

direct staff development activities." Therefore, eve though ". . . the

administration might have desired to have some other things done in the

workshops, the planning and organization was left to the faculty"

(Leong interview, 1973). This is not to suggest that all faculty

development will be left to the faculty. As Leong noted, "I would

expect the administration will still be laying on some activities"

(Leong interview, 1973).

Toward a Comprehensive Approach

Recognizing that there was no comprehensive plan for staff

development at the College, an ad hoc committee for planning staff

development was established in 1973 under the joint administrative/

academic council staff development committee. In establishing this

ad hoc committee, it was proposed by the joint committee that this sub-

committee design an overall plan for staff development, including:

1. orientation for new staff,

2. in-service staff development activities on a continuous basis
   as directed by the needs and growth of the College,

3. skill workshops for the preparation, instruction, and
   development of particular skills as needed by staff members,

4. methods workshops: to broaden the range of effective
   instructional performances; including, for example, the use
   of field placement activities, seminars, group discussions,
   computer assisted instruction, lectures.

5. expert assistance: a policy for bringing in relevant
    specialists at need,

6. refurbishing: to enable staff members to keep up with
    developments in their area of instruction,

7. retraining from specialty: to give individual staff members
    and the College, flexibility to cope with exigencies such
    as program cuts and the introduction of new programs,

8. release for development: an alternate to the "sabbatical"
    system (Kemp, 1973).

Prior to submission of the overall plan for staff development,

the committee made recommendations concerning the 1973 instructional

staff orientation program. The recommendations made were to the effect

that:

> At the conclusion of the program, participants should have
> an appreciation and knowledge of: (a) the College as an institution,
> (b) the Community College student, and (c) the Community College
> employee (Ad Hoc Planning Subcommittee, 1974).

The committee further recommended that in future, the program be under

the direction of an appointed Program Coordinator.

The final report of an instructional development plan for Grant

MacEwan College was presented to the Board of Governors in April, 1974.

Its intention is indicated in the preamble which states:

> An unwritten but well-accepted policy of the College since
> its inception has been a commitment to provide opportunities
> and resources necessary for the optimal personal and professional
> growth of its instructional staff. However, during the past two
> years it has become increasingly apparent that a long-term plan
> and program of staff development is needed. This need is a
> consequence of a wide range of problems: excessive inefficiency,
> ineffectiveness and loss of staff due to inadequate preparation
> to teach in a community college to community college students;
> increasing difficulty in maintaining a high level of morale and
> sense of community as well as commitment to the philosophy and
> objectives of this College; and problems associated with the
> rapid growth of a student body and faculty organized on a multi-
> campus basis (Ad Hoc Planning Subcommittee Report, 1974:3).

In this report, the Ad Hoc Planning Subcommittee for staff development endeavoured to establish objectives and plan a program which, if implemented, would resolve many of these problems and meet many of these needs so that the College could fulfill the high expectations of its founders.

The Report proposed a comprehensive staff development program to be administered by a Staff Development Committee under Academic Council. The proposed program included provision for:

1. An orientation and pre-service program for incoming staff members, including part-time instructional staff. They further proposed that this program be mandatory.

2. An in-service core program which would encourage instructors to improve their teaching and learning skills best suited to their academic or professional discipline. This program would consist of one day sessions--one in the Fall and one in the Winter trimester.

3. Special workshops designed to meet particular needs of a specific section, department, or division within the College.

4. A Professional Growth Activities Program. This program would be designed to assist faculty members to keep up-to-date with current trends in education, and on developments in and requirements of the careers and occupations for which they prepare students. The program would consist of providing funds for staff members to (a) attend academic and professional conferences and activities of their choice, which have special significance to them in their particular disciplines, and (b) visit other colleges and educational institutions.

5. Staff Development Leave. The proposal was to provide assistance

to staff identical with that available to staff at a Provincially Administered Institution, i.e., to assist a college employee to spend an appropriate period of training in business, industry or professional experience which will enhance or upgrade his or her knowledge and skill and thus enhance his or her value to the Colleg . istance may be for (a) course subsidization--up to 100% of tot l cour costs, plus full salary, (b) Educational Leave--up to 100% o ot course costs, plus full salary, or (c) Career Assignment Program--up to 100% of total program costs, plus differential in salary. The length of education leave was to be at the discretion of the Division Head in which the employee was engaged.

The career assignment program was to consist of programs undertaken by the College in cooperation with other public or private organizations, in which an employee of the College would be sponsored to undertake work-experience or training with a cooperative organization or vice-versa, and

6. Evaluation of Staff Performance. This evaluation was to consist of (a) administrative evaluation of instructional staff, (b) student evaluation of instructional performance, (c) peer evaluation through use of interactive analysis and other peer evaluation techniques, and (d) self-evaluation--primarily based on the established college program and departmental objectives.

To implement these programs, the Ad Hoc Planning Subcommittee recommended the employment of the following necessary resources:

(a) Staff Development Officer--who would be responsible to the Staff Development Committee to implement the policies and carry out the plans and procedures agreed upon by the Committee.

(b) The establishment of a staff development committee by Academic Council in January of each year, composed of seven members: three faculty representatives, one of whom would be Chairman; two administrative representatives, one of whom would be the Dean of Academic Affairs; two student representatives or alumni. The Committee would receive, evaluate and recommend action with regard to staff development for the various sections of the College, act as a sounding board for the staff development officer, act as a policy-making and planning body for in-service and ex-service activities, recommend disposition of funds for professional growth activities and staff development leave, select a staff development officer, prepare a budget for all staff development at the College, and

(c) Set up staff development resource areas in the Learning Resources Center on each campus. Each resource area to include staff to (i) maintain and display a selection of resource and reference material for staff development, (ii) provide programmed packages, mini-courses, books and other material to supplement orientation and in-service programs, (iii) provide ongoing resumes of current trends in education development, (iv) provide a display of periodicals relating to course, program and staff development, and (v) assist the staff development officer in his work (Ad Hoc Planning Subcommittee Report, 1974).

The Ad Hoc Planning Subcommittee proposed that the complete funding of the staff development officer come from the budget of the College. Due to a phasing-in aspect of the program, the Committee recommended the cost to be funded from 0.88 percent to 1.99 percent of the total operating budget of the College. The Report was studied in detail by the Board of Governors. As a result, the Board agreed to: (1) the establishment of a staff development committee under Academic Council as proposed, (2) the employment of a staff development officer-- to be responsible to the staff development committee as proposed, and (3) to a budget of $56,000.00 (about 0.25 percent of total college operational budget) for 1974/75. This was not as much as proposed because the Board felt that the College could not afford the amount proposed, and that the proposal should have a trial period before full commitment.

Early in 1974, Haar noted that he believed that the employment
of a staff development officer would do much to overcome many of the
difficulties and/or deficiences that existed at the College. He saw
the staff development officer working directly with faculty individually
or in groups of varying sizes, resolving problems he (the staff develop-
ment officer) identified and/or problems identified by the staff them-
selves or their supervisors. The employment of a staff development
officer was thus consistent with Haar's observation that "the best way
to train a staff member is to attach him to a good teacher" (Haar
interview, 1974).

The 1974/75 Staff Development
Program

During the spring of 1974 a Staff Development Committee, under
Academic Council was established. It consisted of the Dean of Academic
Affairs (as a permanent member); two divisional directors; four faculty;
and two students, half of whom were elected by their peers for a two-
year term and half for a one-year term. Soon after formation the
Committee commenced work on the planning and implemention of a compre-
hensive staff development program for Grant MacEwam Community College.

One of the Committee's first activities was to finalize and
implement a new staff orientation and pre-service program in August,
1974. This program had been mostly planned by an ad hoc committee,
established for this purpose by Academic Council, so little had to be
done. And so the Staff Development Committee concentrated its efforts
on other activities, as are identified in the following paragraphs.

The first full-time Staff Development Officer, responsible to

the Staff Development Committee, was <u>employed early in the 1974/75
academic year</u>. The individual employed had had previous experience in
a similar role in the college system in Ontario. He also had training
in Human Relations. Nevertheless, he was of the opinion that since he
came from outside MacEwan College, he was seen by some of the faculty
as an intruder or at least as "not one of them," even though he was
accepted as a member of the Faculty Association. He felt, however, that
since he had an acceptable philosophy ("Theory Y") and the required
expertise, he could accomplish much during the next few years (Jaffary
interview, 1976).

Major activities of the staff development officer during the
1974/75 academic year were working with the SDC and other staff groups
in planning, developing, and implementing in-service core programs,
general in-college workshops, retreats, and special interest workshops
or seminars, and the 1975 new staff orientation and pre-service seminar.
Little was done in terms of classroom observation, overcoming individual
staff problems and conflicts, or in up-grading individual staff in the
use of A/V and the learning resource centre. Jaffray noted (Jaffray
interview, 1976) this was so because:

> The terms of reference for [the operation of] such activities
> were not completed by the SDC, and I was too busy with group
> activities to take time for individual activities, since I was
> essentially alone in looking after the needs of over one-hundred
> staff on four campuses.

The first <u>In-Service Core Program</u> was held on November 20, 1974.
As was provided in the <u>Five-Year Instructional Development Program
Proposal</u>, one day in each of the two trimesters (that is: fall and
winter) were set aside for an in-service core program activity for all
staff.

residential camp west of Edmonton, and dealt with the general topic of "Evaluation."

A Special Interest Workshop was held in Red Deer by the Nursing Department on "College Nursing Education Program." The only other special interest workshop was held at the Cromdale Campus and featured a discussion of "Taxation and Investment," largely for personal use.

Professional Growth Activities involving Course Subsidization were undertaken by staff in most departments during 1975 and involved fifty-one activities for a total cost to the College of approximately $7,500.00 (out of the budget of $56,000.00). Included were conferences, seminars and workshops on such diverse topics as a "Symposium on Reality Therapy," and a "Childbirth Education Seminar" for Nursing Program staff; an "Export Marketing Seminar" for Business staff; "Teaching English as a Second Official Language Conference" for Academic Division staff, and "Interior Designer Institute's Exhibition" for a Design Arts staff member, and a "Canadian Police Trainers Conference" for a Law Enforcement Program instructor (Arcand and Bell, 1975:Appendix H).

A New Academic Staff Orientation and Pre-Service Program was planned and held in August, 1974. Included were discussions on such topics as "The College Organization," "History, Philosophy, and Aims of G.M.C.C.," "The Roles and Responsibilities of the Various College Constitutencies," "How G.M.C.C. Meets the Challenge of Diversity," "Characteristics of Memorable Teachers," "Group Dynamics and Team Building," "Curriculum Development," "Instructional Methods," and "The G.M.C.C. Grading System." The orientation program also provided an opportunity for the participants to visit all four campuses and to

practice teaching under a tutor. A copy of the program is included in Appendix F. While the topics for discussion were identified by the planning committee, discussion was open to participant direction.

Provisions for Staff Development Leave were not completed in 1974/75, thus none were granted. Similarly, the parameters for the Evaluation of Staff Performance were not spelled out, so little action was possible in this regard. The Staff Development Committee were hopeful that both of these will be complete   76 (Day interview, 1976).

Summary

In the foregoing, a number of signifi   aff develop-ment activities were identified. These are summa   as fol ws:

1971--First new staff orientation program--planned a implemented by the college administration.

--Instructional Development Committee established by administration.

1972--Instructional Development Committee established by Faculty Association.

--New staff orientation program planned and implemented by a committee of faculty working with administration.

1972/73--Two instructional committees amalgamated into one.

1973--Limited number of small group staff development activities conducted.

--Ad Hoc Subcommittee for planning a staff development program for the college established by the joint administrative/ faculty staff development committee.

1974--Five-year Instructional Development Proposal submitted to college administration. This proposal makes provision for new-staff orientation, in-service core workshops, in-college general workshops, professional growth activities, educa-tional leave, and course subsidization.

1974-76--Five-year proposal gradually implemented.

    1974--First Staff Development Officer appointed by the Staff
        Development Committee of the Faculty Association.

CHAPTER 7

STAFF DEVELOPMENT AT GRANT MACEWAN

COMMUNITY COLLEGE

AN ANALYTICAL PERSPECTIVE

Introduction

The primary purpose of this chapter is to illustrate the use of
the paradigm rather than to give a complete analysis of the staff
development program at MacEwan College. Thus, the analysis is limited
to a small number of major or key activities or programs of staff
development at MacEwan College during the period mid-1971 to mid-1975.
The three major activities analyzed are (1) the new academic staff
orientation sessions, (2) the employment of and activities of the staff
development officer, and (3) the development and implementation of the
proposed five-year instructional staff development program.

In addition to making provision for the continuation of the
new staff orientation program and the employment of a staff development
officer, the five-year instructional development program plan provided
for two additional groups of activities, namely those designed to meet
the needs of small or large groups and those for individual participation.
The first group of activities included provision for in-service core
programs, in-college or special workshops, and retreats. The latter
group included provision for professional growth activities, profes-
sional reading through the development of a professional section in the
learning resource centre, and educational leave.

The analysis which follows classifies each of these three major

types of activities, or significant parts thereof, according to each of

the variables of the four dimensions of the paradigm. In so doing the

purpose, content and operation of each activity was interpreted by the

author from the written outline or program (if appropriate) for each

activity and observations of participants who were interviewed and

reported in the descriptive part of this section.

Dimension One: Needs

Organizational--destiny, identity, growth, and revitalization.
The extent to which each of the various staff development activities

met staff needs is difficult to assess. Nevertheless, it can be noted

that one of the major purposes of the first and subsequent orientation

programs for new staff was to familiarize staff with the destiny and

identity (philosophy, purpose, organizational structure and operational

mode) of Grant MacEwan Community College. Thus, these programs included

a number of sessions on the philosophy and purpose of Grant MacEwan

Community College, the role of the College in the community and how the

College was set up to handle the diversity amongst students that it

was expected to serve.

It can be noted also that many of the staff who attended the

first orientation session indicated in the subsequent evaluation that

they thought it was beneficial. An evaluation of the 1974 orientation

program indicated that over sixty-five percent of the participants

found the explanation of the College organization, and the discussion of

the history and philosophy and aims of the College to be "helpful" or

"very helpful." Over seventy percent of the participants also noted

that one of the big values of these sessions was that they helped new

staff to get to know each other and some of the older College staff.

This would indicate that to some considerable degree new staff orien-

tation sessions have met organizational needs.

The five-year instructional staff development program proposal

recommended that all new staff be required to attend an orientation

session as a condition of their employment. In making this recommenda-

tion the proposal noted that the purpose of these orientation programs

was to "ensure acceptance of the philosophy of the college and the

development of specialized teaching skills required in this unique

institution" (Ad Hoc Planning Subcommittee Report, 1974:3). While the

evaluation of the 1974 orientation session does not indicate that staff

who attended these sessions accepted the philosophy of the College,

over sixty-five percent considered the discussion of history, philosophy

and goals of the College to be "helpful" or "very helpful."

While these orientation programs were primarily concerned with

destiny and identity they also provided for the growth in numbers of

staff since they were held each year 1971 through 1975 for new staff.

The orientation programs, however, were not designed to continue the

growth or development of permanent or tenured staff. This process was

taken over by the in-service core program, the professional growth

activities and staff development leave provisions.

Membership--satisfaction and development. From the beginning

it was recognized by administration that Grant MacEwan Community College

was bringing together a great diversity of staff, many of whom did not

have teacher training and had never before faced a class of students.
Yet the College had been identified as an institution that would serve
or attract a very diverse group of students, many of whom had dropped
out of school sometime previously and had spent the immediate past
either in employment in industry or on social assistance (unemployed).

At the same time there was considerable talk about and publicity
given to the idea that MacEwan College was going to be a new kind of
educational institution—a "store-front college" and a "college without
walls"—an institution with which few, if any, were even remotely
familiar. As a result, during the first orientation session, the first
month of employment at the College for most of the faculty, many
expressed concern about their first few days, weeks, or even months
in the classroom.

While it is not clear what types of needs many of the activities
included in the first and subsequent new staff orientation programs
were designed to meet, evaluation reports (Stewart, 1971, 1972; Arcand,
1975) would indicate that many met membership needs; needs which arose
from the (real or imagined) lack of competence and experience in a
community college classroom felt by many of the staff.

Among the activities which seem to meet membership needs were
those designed to help new staff understand the diversity of students
whom they would meet in classrooms, A/V techniques, evaluation techniques,
and alternate teaching methods. These activities constituted a major
part of all orientation programs. Thus, considerable time was spent
during the first and subsequent orientation sessions in developing
faculty competence that would help them perform their role in the institu-
tion, and thus, meet their needs.

The primary role of the staff development officer employed during the summer of 1974 was to assist staff with their problems. To a very large degree this was accomplished through the arrangement of in-serv core activities. Little time was spent by the staff development officer observing and assisting individual staff members in-the-classroom.

A considerable number of the in-service core workshops and the general purpose workshops were similarly oriented. Among these were workshops in "Instruction as a Humanizing Process" and "Designing an Evaluation System." Professional growth activities engaged in by faculty during 1974/75 included a number that appear to relate specifically to meeting membership needs. Among these were workshops and conferences on topics directly related to the faculty members program responsibilities and instructional methods or techniques. Thus, it would seem that a considerable amount of staff development activity at MacEwan College over this period was related to meeting membership needs.

Program. It is rather difficult to specifically single out those staff development activities designed to improve organizational effectiveness through improving program quality or operation. Neverthe-less, indirectly many of the staff development activities included in the new staff orientatic programs, the in-service core workshops, the special interest seminars, and the professional growth activities, contributed to program improvement. Among them were activities such as the discussion during the orientation sessions about student characteris-tics, characteristics of the community served, and the use of the learning resource centre.

Staff development activities that contributed more directly to program improvement include workshops during the orientation sessions on curriculum development and the grading system, general in-college workshops on evaluation and writing self-instructional packages, and professional growth activities such as the workshop on "Teaching English as a Second Language," the "Interior Designer Institute's Exhibition," and the "Canadian Police Trainers Conference," attended by faculty.

One of the roles of the staff development officer was to help staff directly and individually with instructional program development. This was not accomplished, however, to any significant extent because the staff development officer's time during 1974/75 was occupied almost totally with organizing group activities designed to meet many organizational, membership and program needs as identified above.

The five-year staff development program proposal makes provision for staff to be involved in as many activities designed to meet each and all of the foregoing needs as the staff desire. If the trend continues as is indicated by the type of staff development activities held during the 1974/75 period (see Appendix E), then it is likely that staff development programs will be held each   nt to some degree meet all three types of needs--organizatioi.   ship and program.

Dimension Two: Mode of
   Operation

   Institutional. As might be expected sc   taff development activities at MacEwan College over the period c   ddy belong to each of the modes of operation. Frequently the initial approach to the

activity on the part of administration was that of the instructional mode. For example, the initial approach to the first orientation session was institutional; the objectives, dates, and program were all predetermined by administration, with little or no faculty input, the resource gro employed to provide answers to the participants, and att re required.

The initial approach to the employment of a staff development officer was much the same. The individual to fill this role was to have been selected by and responsible to administration; faculty would have little input.

In both cases, however, faculty took a keen interest and became actively involved. Thus, the mode of operation changed toward the membership mode, with faculty actually involved in setting activity objectives, designing the program, and employing the resource personnel.

Membership. Even though much of the program for the initial staff orientation session was determined by administration, the program operated largely according to the membership mode with participants actively involved in determining the day to day activities. The fact that the proposal for a five-year comprehensive integrated st development program was developed by an ad hoc committee on staff development, indicates that a number of staff were involved in this activity.

Autonomous. Each of the three major activities analyzed provided some opportunity for staff to pursue their own interests, to develop at their own rate, or to acquire knowledge and skills in keeping with their personal needs. The orientation programs provided opportunities

for reading, for discussion of individual concerns with colleagues and resource people, and for exploring new approaches to instruction.

One of the roles of the staff development officer was to assist staff with their personal needs. This was to be accomplished through private consultation and   rvation. While the staff development officer had little time for this type of activity, it was provided for in the role description.

The proposed five-year plan provided for educational study leaves and professional growth activities. Both of these activities were intended to help individual staff members to keep up-to-date, or for individual staff to develop greater expertise in their vocation. Thus, both were designed to meet individual needs. To a very large extent both types of activities could be undertaken at the discretion of the individual, according to his or her need or purposes. During the period of study numerous professional growth activities took place. No educational leaves were granted during the 1971-75 academic years largely because it took this time to draw-up the terms of reference for this activity. Nevertheless, it wa expected that educational leaves would be granted during the 1976-77 academic year.

It can be concluded, therefore, that the staff development program at Grant MacEwan Community College during the period of study provided very little in the form of "autonomous mode of operation."

Dimension Three: Level of
   Functioning

Operations. The primary purpose of the   el of operations is to carry out the functions for which the organization was established.

In a community college this would include the provision of up-to-date educational programs and services designed to meet the needs of adults in the geographical area served.

To function effectively at the level of operations, a college would require an appropriately defined statement of purpose and goals, a suitable organizational or administrative structure, an up-to-date and relevant program of studies, and a competent instructional and administrative staff. Staff development activities at the level of operations would be designed to familiarize staff with college philosophy, goals and administrative structure, and to maintain or improve staff competence in keeping with their role in the institution.

The primary purpose of the first and subsequent new staff orientation programs was to familiarize staff with the objectives and operation of a community college and the diversity of students it serves, and to provide the staff with some basic skills and understandings that would help them to carry out their role effectively as teachers and administrators. As a result, these activities were directed toward the improvement of functioning of the college at the level of operations.

In a similar way, many of the activities of the staff development officer (1974-76) were directed toward improving functioning at the level of operations. Included would be his work in helping individual staff members solve their problems in the classroom, and his efforts in arranging the 1974 and 1975 new staff orientation programs, small group staff development activities, many of which were directed to the improvement of teaching competence, and his assistance with the operation

of the in-service core program which included workshops on such topics as "G.M.C.C. Philosophy and How it is Being Implemented" and "A Basic Operational Approach to Instruction" (In-service Core Workshop, Fall 1974).

Much of the overall staff development program plan proposed by the ad hoc staff development committee was directed toward improving functioning at the level of operations. Included were such provisions as those for (1) an annual new staff orientation program; (2) an in-service core program designed to assist instructors to improve their teaching skills, and (3) special programs designed to meet operational needs that arise from time to time.

A review of Professional Growth Activities (see sample list-- Appendix E) in which staff participated indicates that a considerable number of these activities would also contribute to effective functioning at the level of operations. Thus, one might conclude that a major portion of all staff development activity at MacEwan College over the first four years of operation was directed toward effective functioning at the level of operations.

Regulation. The primary purpose of the level of regulation is to monitor activities at the level of operation so that changes or improvements can be made within the established organizational structure when a discrepancy develops between what is and what should be. Thus, one of the major functions of this level is to develop an effective evaluation and feedback system amongst all levels within the organization and between the organization and its environment. Thus, staff development activities at the level of regulation would include those

designed to improve communications within the organization and between the college and its community. Such activities might include those specifically designed to develop or improve communication techniques and those which provide opportunities for members at all levels within the organization to become acquainted with each other.

The annual new staff orientation sessions provided many opportunities for staff, both instructional and administrative, to get to know each other, since these sessions included not only introductions of all participants, but also several social activities for all participants. Similarly, the various in-service core programs held during the fall and winter sessions each year tended to improve communications amongst the various levels and groups of staff since these sessions were designed for the complete cross-section of staff within the College, and always included a social activity for all participants.

Another staff development activity that might have been specifically designed to improve functioning at the level of regulation was the special workshop on Creative Problem Solving.

The communications network set up by the creation of a staff development officer position tended to improve feedback on all types of activities since the SDO worked with all levels of staff. The formal and informal evaluation procedures employed by the staff development officer also tended to improve feedback as to the extent to which the College was achieving its purpose.

Thus, it can be noted that while the only staff development activity specifically designed to improve functioning at the level of regulation was the new staff orientation sessions, many of the other

staff development activities contributed to improvement of functioning
at this level because they frequently brought together the staff from
all levels and roles within the College.

Learning. The primary purpose of functioning at the level of
learning is to develop within the organization the capacity to innovate
and change, so the organization can remain dynamic and viable.
Activities at this level of functioning in a community college therefore,
would include those designed to familiarize staff with new approaches
to curriculum organization or development, and alternate forms of
organizational and program structure.

The period of operation of MacEwam College over which this
analysis is made includes the first four years of operation of the
College. As was indicated above, many of the staff development activi-
ties during this period were directed toward the improvement of
functioning at the level of operations, with some indirectly, if not
directly, directed toward the improvement in functioning at the level
of regulation. Consequently, only a few activities specifically designed
to improve functioning at the level of learning were held. Among those
that may have contributed to an improvement in functioning at this
level were the in-service core workshops on "Planning for Media Develop-
ment" and "What's Really New in North American Education." While the
specific content of the various Professional Growth Activities in which
staff participated was not available, it is likely that some of these
activities related more or less directly to an improvement in functioning
at the level of learning. This assessment is based upon the fact that
many of the sessions and workshops were designed to provide new informa-
tion on new technology.

<u>Consciousness</u>. The primary purpose of functioning at the level

of consciousness is to develop within the organization the capacity to

remain relevant to its environment. Activities at this level therefore,

involve monitoring changes in the environment that effect the organiza-

tion and using this information to make fundamental changes in the

organization; changes in the organization's goals or purposes, methods

of operation, and the like.

While much was said during the early stages of the development

of MacEwan College about creating a dynamic institution that would

continually meet the needs of a very diverse and changing group of

people, there is little evidence of any staff development activities

directly or indirectly designed to contribute to meeting these needs.

One of the most significant trends in the population served by

MacEwan College during the period of ths study, was the "baby-boom" of

the late 1940's and early 1950's. As a result one of the most signifi-

cant trends was the increasing numbers of seventeen and eighteen year

old people during the early 1970's (i.e., when the college was being

founded) and the decreasing numbers of seventeen and eighteen year

individuals in Alberta society in the mid-1970's. Yet there doesn't

seem to have been any staff development activities designed to prepare

staff to meet the needs generated by this change. Therefore, one can

conclude only that few, if any, staff development activities were

planned or available during the 1971-75 period that contributed toward

an improvement in the functioning of MacEwan College at the level of

consciousness.

og

Table 3

Extent to Which Each Variable of the Analytical Framework
was Operative in Each of the Three Period of Staff
Development Activity at Grant MacEwan Community
College, 1971-75

Dimension and Variable	Period of Staff Development		
	1971-73	1973-75	1975
1. Need			
a) Organizational-destiny/identity	considerable	little	some
b) Organizational-growth/revital.	little	little	little
c) Membership	considerable	some	some
d) Program	some	some	some
2. Mode of Operation			
a) Institutional	some	some	little
b) Membership	some	considerable	considerable
c) Autonomous	little	little	some
3. Level of Inquiry			
a) Operations	considerable	some	some
b) Regulation	some	some	some
c) Learning	little	some	some-con-siderable
d) Consciousness	none	none	little
4. Strategy			
a) Power-coercive	some	little	little
b) Normative-re-educative	some	some	some
c) Empirical-rational	some	some	considerable

CHAPTER 8

STAFF DEVELOPMENT AT MOUNT ROYAL COLLEGE

AN HISTORICAL PERSPECTIVE

Introduction

The primary purpose of this chapter is to present a case study
of staff development activities at Mount Royal College over a period of
time from its founding in 1910 to mid-1975. The information for this
case was obtained from a number of sources including: (1) interviews
with a number of staff employed at the College during 1972-75, as
identified in Appendix C, (2) a review of college calendars and several
significant studies of the College completed between 1963 and 1976,
(3) notes made during personal involvement in two major staff development
activities at the College in 1972 and 1973, (4) personal notes from
conferences attended when topics relevant to this study were discussed,
(5) reports of Mount Royal College activities included in annual reports
of the College and in College Comment, and (6) personal communications
with several College staff members, some of whom have now (1976) left
the College.

Beginnings

Mount Royal College is the oldest college in operation in Alberta
today, having been founded as a private college in 1910 in Calgary by
the Methodist Church. In the fall of that year, the Legislature of the
Province of Alberta granted the College a charter to conduct programs

134

in elementary and secondary education, music, art, drama, speech, jour-
nalism, commerical and business courses, technical and domestic arts.

The College opened in 1911 with a registration of 15% students
and a staff of eleven in its academic and commercial departments and the
Conservatory of Music. The philosophy and objectives of the College as
stated in the 1911-12 calendar indicated that a major purpose of the
College was to provide a comprehensive, flexible, and up-to-date curri-
culum that would meet the needs of all who wanted to attend; education
that would meet both the vocational and avocational needs of the
students, and education that would allow the student to develop his or
her individual talents to the maximum.

When the United Church of Canada was formed in 1925, Mount
Royal College became a secondary school of the Church under a Board of
Governors consisting of twenty-four to forty persons, as provided for
in the Act to Incorporate Mount Royal College (1910). While the Board
of Governors was appointed by the General Council or Presbytery of the
Church, the working relationship between the Board and the General
Council was not well defined. As a result, the Presbytery had no
authority over the Board and the Board had no direct responsibility to
the Presbytery (Anderson, 1964:192).

It should be noted also that in addition to the Board of Governors,
control over the operation of the College was also exercised by an
Executive Committee of the Board, which included the Principal of the
College, and the Senate of the College, composed of some members of the
Board, the Principal of the College, and the Professors of the various
faculties of the College who were empowered to "direct the studies,

lecture, examinations, and exercises of the students" (Anderson, 1964:
10).

Administrative Authority

The chief executive officer of the College was the Principal.
He was responsible for the day-to-day operation of the College, over-
seeing the curriculum, hiring and firing of staff, obtaining necessary
resources and the like. Faculty qualifications, salaries and working
conditions were determined largely by the Principal on an individual
basis with the faculty member. Thus, the primary source of leadership
in all matters during the period 1910-1930 was that of the Principal.
The Board of Governors did little more than approve ("rubber stamp")
the activities of the Principal. It should be noted, however, that
during those years, the Principal was always an ordained minister of
the Methodist or United Church.

During its years as a private college (1911 to 1966), Mount
Royal College was financed through contributions from the General
Council of the United Church, Federal and Provincial grants, private
contributions and sizeable tuition fees (compared to the public colleges
which have small or no tuition fees at all). Thus, students at the
College tended to come from higher socio-economic level families.
Capital expenditures were financed from public donations, loans, and
operating revenues. Thus, maximum use was made of all available space.

First Staff Development
Activities

One of the first and in some ways most significant courses or
programs offered by Mount Royal College was the courses or program in

religious education. One of the requirements of teachers of these
courses was that they attend an annual seminar, held at the College.
The purpose of this seminar was to assure that all instructional staff
were familiar with the courses and that they promote the "correct"
philosophy. All elementary and secondary students registered at the
College were expected to take at least one course in "Christian Education."
Indeed, many parents sent their sons and daughters to Mount Royal for
this very reason.

University Affiliation

The first major step toward becoming a junior college was taken
in 1931 with the affiliation with the University of Alberta, Edmonton,
the organization of a junior college division, and the discontinuance
of the elementary school program. The affiliation with the University,
however, did not lead to full junior college status as it is defined
today, since the courses offered were completely controlled by the
University of Alberta. Students were screened and registered by the
Registrar of the University. They had to have the same entrance require-
ments as students registering in similar courses at the University of
Alberta in Edmonton.

Similarly, faculty were selected by the University, which also
set faculty qualification requirements, working conditions, and the
like. Consequently, members of the faculty who were teaching university
courses were a group apart from faculty teaching courses in other
divisions at the College.

In the same way, course content, final examinations, pass/fail
standards, etc. were established completely by staff of the University.

Not only were faculty expected to teach exactly that which was prescribed,
but it was necessary for them to do so since students at Mount Royal
College had to write final examinations set by the University in
Edmonton. Thus, the courses were not "university parallel" or "univer-
sity transfer," but "university courses."

First Required In-Service
Seminars

Each fall the University held a one or two-day in-service session
which all faculty teaching University courses were required to attend.
Faculty were also required to go to Edmonton each spring after final
examinations were completed to help mark these examinations. While this
was not intended to be a staff development activity, it did afford Mount
Royal College staff the opportunity to compare notes informally with
their colleagues in Edmonton. Thus, it proved to be of considerable
value to Mount Royal staff in keeping up-to-date (McCready interview,
1973).

The only other staff development assistance that was available
was a small amount of money from Mount Royal College budget for sabba-
tical leaves. This money was administered solely by the Principal.
Nevertheless, since all faculty teaching university courses already had
M.A.'s or equivalent (as required by the University), and this was the
maximum amount of university preparation for which a faculty member
could be paid, there was little incentive to request assistance for
formal up-grading or up-dating.

While the commencement of the transfer program in 1931 increased
student enrollment in that year, student enrollment between 1932 and

1944 decreased slightly as a result of the great depression and the
commencement of World War II. Nevertheless, staff number were maintained
during this period and the College went into debt.

Growth in Program Offerings

Better times were ahead, however. An amendment to the original
charter of the College by the Provincial Legislature in 1944 allowed the
College to commence offering engineering courses in its junior college
department. This, coupled with the return of the war veterans in 1945,
significantly increased the enrollment at the College. These changes
ultimately resulted in a considerable increase in the number and diversity
of staff.

The period from 1948 to 1955 saw few changes in the program and
enrollment at the College. After the initial influx of veterans between
1945 and 1948, the enrollment in full-time programs remained relatively
stable to 1955. Nevertheless, community support remained strong, as it
had been over the years since 1911.

Membership in AAJC

In 1944 Mount Royal College joined the American Association of
Junior Colleges. As a result, each year a small group of administrative
and instructional staff selected by the President attended the annual
meeting of this association. Attendance at these meetings in the various
parts of the U.S.A. offered the staff an opportunity to acquire informa-
tion about innovations in American colleges and of new programs at
universities (a frequent topic at annual meetings and workshops). Thus,
staff began to develop an interest in up-grading and up-dating their own

knowledge. Subsequently, a number of staff obtained educational leaves
and enrolled in American universities. Thus, began the provisions for
educational leave at Mount Royal College.

Beginning of Collective
  Bargaining

Prior to 1950, salary and working conditions for faculty (as
was noted earlier) were determined almost completely on an individual
basis by the Principal, in consultation with the Board of Governors.
During the period 1950 to 1964, the salary schedule negotiated by The
Alberta Teachers' Association was used for salary increases (Anderson,
1964:148). With the growth in the number and diversity of faculty
during the late 1940's and early 1950's, interest began to develop in
group bargaining for salary and working conditions. Consequently,
provisions for staff development activities began to increasingly
become a part of the package bargained for on behalf of the faculty.

The establishment of Mount Royal College in 1966 as a public
college under the Public Junior College Act (1958) formalized the role
of the Faculty Association as the bargaining agent for all faculty at
the College. Some members of the administration believed that "the
faculty are now so tied up with the question of tenure that they don't
realize that staff development is a better answer to tenure than
written agreements" (Fowlow interview, 1973). Vice-President Lauchlan
noted (Lauchlan interview, 1973) that:

> Generally most major staff development programs are initiated
> by senior administrative staff. However, these programs are not
> imposed upon faculty. The largest demand for support for staff
> development activities now is for money for travel to attend
> seminars, workshops, and conferences.

In 1955, the College introduced the semester system. This
coincided with a trend toward increased enrollments and numbers of
instructors. In 1956, the diversity of the program of offerings was
increased with the addition of a Business Administration Department
and program. This addition again increased enrollments and the number
and diversity of faculty employed at the College. Thus, as the 1950's
drew to a close the pace of activity continued to accelerate.

The Anderson Report

In 1963 the College's Board of Governors commissioned Dr. R.N.
Anderson (University of Alberta, Calgary) to undertake an analysis of
all facets of the College's operation. This report was completed in
1964 and contained recommendations relating to organizational structure,
service, facilities, faculty nomenclature and promotions, scholarships,
university transfer agreements and a number of others specific to the
College's operations. Of specific interest to this study was recommenda-
tion number ten which included some forty-eight statements relative to
responsibilities of the various college members for improving college
teaching.

Of the eleven responsibilities of the President, six referred
directly to staff development activities that should be undertaken.
Four of the ten responsibilities of the Dean and two of the four
responsibilities of the Departmental or Division Director similarly
referred to specific staff development activities to be mounted. Included
were activities that ranged from "showing concern for the professional
development of each staff member," to "devising ways of promoting
professional development through reading and study of various theories

and methods in higher education through "development of local workshops,
institutes, etc.," to "conducting new staff orientation sessions" and
"visiting classes to give constructive assistance to instructors"
(Anderson, 1964:225-227).

On one hand, the Anderson Report signalled the end of an era in
the operation of Mount Royal College, since it provided an assessment of
the development to that point in time. On the other hand, it pointed
to a need for revitalization and re-direction of the College, and formed
the basis upon which some significant changes were made.

Becoming a Public College

During the period 1910-1965, while it was autonomous, that is,
under the direction of a Board of Governors and not a Government
Department, Mount Royal College was still a private college. As such
it was not considered to be an integral part of the total post-secondary
educational system of the Province. This resulted in some problems
relative to both image or status, and economics. Among these were the
growing negative feelings on the part of many teenagers (potential
students) towards religion and/or any institution run by a religious
organization, and the high cost of attending a private college compared
to the provincially-owned institutions such as the Southern Alberta
Institute of Technology, Calgary. Thus, as a result of carefully
weighing all of the factors, the Board of Governors made a momentous
decision late in 1965, to seek public college status for Mount Royal
College. As a result, on September 1, 1966, Mount Royal College became
a public college under the terms of the Public Junior Colleges Act of
1958, and its name changed to include the word "junior."

Affiliation with the University
of Calgary

When autonomy was granted to the University of Alberta (Calgary)

in 1966, Mount Royal Junior College negotiated an affiliation agreement

with the new University of Calgary. This new agreement, for the first

time, gave the College full junior college status; that is, the College

began offering courses which were recognized by the University as being

equivalent to those offered at the University, and thus the credit for

successful completion was transferrable to a university degree. At the

same time, this agreement made it possible for faculty teaching university.

courses to truly become a part of the total faculty membership of Mount

Royal Junior College.

Formation of a Faculty
Association

The change to public college status under the Public Junior

Colleges Act, also allowed for the formation (establishment) of a full-

fledged faculty association, an incorporated body of faculty with certain

rights and powers. Of specific significance was the right and power to

negotiate with the College Administration (Board of Governors) on behalf

of all faculty for salaries, fringe benefits, working conditions, and

the like. And so a new era in faculty-administrative relationships

commenced.

Planning for a New Campus

Rapidly increasing enrollments following the establishment of

the business administration program and the general increase in courses

of study in all departments began to put heavy pressures on the College,

in the late 1950's and early 1960's, to provide adequate classroom space

at its location in downtown Calgary. While several additions had been

made to these facilities in the late 1940's and early 1950's, the

College was rapidly outgrowing its campus. At the same time Calgary

had grown to a reasonably large city, with a population approaching

500,000. With this increasing population, the downtown business core

had expanded such that businesses were at the very door of the College,

and space for additional buildings at a great premium. One of the

recommendations of the Anderson Report 1964 was that a committee on

"Property" be established to give immediate attention to a total study

of the location, accommodation and facilities of Mount Royal College

in order to present the necessary recommendations for future growth

and expansion of the College. The Mount Royal Junior College Board

of Trustees wishing to pursue some of the recommendations of the

Anderson Report struck a Building and Property Committee to give immediate

attention to a sweeping study of the location, accommodation and

facilities of Mount Royal Junior College.

The Board of Governors, however, had been looking at ways to

resolve the problem for some time. Thus, they had proposed two sites

for the new campus--the downtown site and a site at Lincoln Park in

southwest Calgary. In 1968 they employed an architectural firm to

assess the potential of each of these sites. Nevertheless, it was

reported that "right from the start there was a definite swing on the

part of the Board [of Governors] to the Lincoln Park site" (Ingram,

et al., 1975:181).

New Leadership

In the spring of 1967 Dr. Collett, who had been Principal since
1959, resigned. Ralph W. McCready was appointed Acting President until
a new president could be appointed. During the winter of 1967-68 the
Board of Trustees of Mount Royal Junior College carried out a search
for a new President for the College. As a result, in July 1968, Dr.
Walter B. Pentz, a graduate of the University of California at Los
Angeles (UCLA), was appointed President of the College. He was given
a mandate to completely organize the College and so immediately under-
took the task of giving a new sense of direction to both the academic
and architectural plans for the new campus.

Pentz was a graduate of the leadership program for community
colleges at UCLA, a program that was oriented toward the systems
approach (systems thinking) for the delivery of post-secondary education.
Prior to coming to Mount Royal College in 1968, he had worked several
years in the California State Offices of Higher Education. During this
time he had become interested in and familiar with a number of innovative
approaches to education being implemented by several California colleges--
which at that time were considered to be among the forerunners in the
college movement in the United States, if not the whole world.

Among these innovations were the development of the community
dimension of the community college, the implementation of the "open
door" policy relative to admissions, and the increase in flexibility
and adaptability in programming through the use of the modular system,
A/V media, and self-paced institutional-learning packages. Predictably,
upon his appointment as President, Pentz began actively promoting the

development of the community dimension of the community college, the

implementation of the open door policy with regard to admissions, and

flexibility and adaptability in programming. His plan, he indicated

in an interview, was to make Mount Royal the most innovative, dynamic

college in Canada (Pentz interview, 1973). However, he did not meet

with instant success.

During 1967-68 while McCready was Acting President, the Building

and Property Committee was actively seeking a solution to the "facilities

problem." In January, 1968 the Joint Planning Committee (of the

Building and Property Committee) reached general agreement on a plan

for a new campus that would incorporate an enclosed pedestrian mall.

This proposal had the approval of both the students and the staff. In

addition an Interim General Faculties Council (IGFC) had formed an

ad hoc planning committee to help prepare all staff members for the

new Mount Royal Junior College. It held its first meeting in March

1968 to prepare guidelines for a Planning Seminar which was held in

April 1968. The purpose of this planning session was to set the stage

for students and faculty participation in planning a new campus. While

the seminar was rated as successful by the participants much of what

was planned was never implemented. This was so because the changes in

organizational structure implemented by Pentz late in 1968 caused

interest to wane. As a result, the Joint Planning Committee was finally

disbanded in the spring of 1969.

Outside Expertise

Thinking that his views either were not well understood, or not

popular, and yet wanting to incorporate them into the new College plan,

Pentz made arrangements to employ a consulting firm from New York;

Englehardt, Englehardt, and Leggett, who apparently had a reputation

for devising plans for innovative approaches to education (Dean inter-

view, 1973). The result of their work was the publication of a booklet,

in January, 1969, entitled "The Idea of a College," (Calgary, Mount

Royal Junior College).

In the report the consultants proposed several different models

for the delivery of educational programs. The one finally selected as

"the model" for Mount Royal College was the one that fitted the

President's systems orientation (Bate interview, 1973). It was labelled

"Lecture-Discussion-Independent Study" by the authors. While it was

touted as an innovative approach, in fact it was considered to be

neither new nor innovative by many of the faculty. The faculty had

been talking about a new campus for ten years. The "new model" proposed

by Leggett was, in many ways, very similar to what the faculty had been

attempting to do. Thus, the result of this whole exercise seemed to

faculty to be one of "here we go again. Let's not take it too seriously

because we've been through this four or five times already" (Mitchell

interview, 1973).

The faculty of Mount Royal College had long considered themselves

and the College to be innovative. Mount Royal College had long enjoyed

the reputation of being a "community college"--a college responsive to

the needs of the community. Thus, the suggestion by administration that

Mount Royal College should embark on an "innovative approach" did not

augur well with the faculty. "And so a grudge match started between

those who always claimed to be innovative and those who said now we're

going to make you innovative" (Bate interview, 1973).

While the report of the consultants seemed to refer primarily to the College curriculum, it was in fact, to have a major effect on the development of the new campus. As a result of "the Leggett report" (as it became known), plans were made to develop a campus that would provide for the instruction-curriculum approach suggested. The new campus was to have few formal classrooms and laboratories. Indeed, there would be many open "seminar pits," a gigantic learning resources centre, and the like--a campus quite different from those with which most faculty members were familiar. As a result, the administration realized early in the process that faculty would have to be "educated" to make use of these "new" facilities.

Administrative Leadership

Administration, primarily the Vice-President of Instruction under whose jurisdiction staff development came, made several attempts, as early as 1969, to set up staff development activities that would prepare faculty for the move to the new campus being planned. However, largely due to the feelings that existed, few faculty took advantage of these opportunities and the situation worsened (i.e., the grudge match referred to earlier intensified).

First Staff Development Officer

Recognizing that something had to be done, a decision was made by administration to employ a staff development officer to work with faculty. It was most opportune that at that time, the Director of Institutional Research and Development (Mr. R.W. McCready) was resigning

to return to active teaching. As a result, this position was advertized, with the idea that the incumbent would be primarily responsible for preparing staff for the move to the new campus. Subsequently, W.R. Bate (a member of the unselling department of the College) was selected by a panel of administrators to commence work as Director of Institutional Research and Development on July 1, 1970. In this role, Bate was responsible to the Vice-President of Instruction. A major part of his role was to work as catalyst to and monitor the development and implementation of an instructional system that would facilitate the smooth movement to the new campus. Thus, Bate became the first person specifically employed to do staff development work at Mount Royal College.

The initial plan was to employ two or three assistants to help Bate in his work, but this was never done. And so Bate had a mammoth task ahead of him, realizing that the new campus would be ready for occupancy within approximately two years (Bate interview, 1973). It should also be noted that plans for the new campus had been signed and sealed for more than a year.

In working with faculty, Bate tried to do four main things. First, he tried to develop a rapport with the faculty who had been somewhat alienated from administration, due to administration's attempt (as the faculty saw it) to impose the "Leggett Model" for educational program organization to be used in the new Lincoln Park campus. As a result, faculty were not enthused with the use of outside consultants nor with administration's "top-down" approach to preparation for the move into the new campus.

Second, through an informal discussion approach over coffee,

during lunch break, and the like, Bate tried to develop in the faculty a positive attitude toward change.

Third, Bate attempted to acquire and make readily available to the faculty through photocopies, up-to-date information about alternative approaches to instruction, the use of audio-visual aids and the like. Thus, a considerable collection of materials was built up in the learning resource centre, now housed in the staff lounge of Lincoln Park campus.

His fourth major activity was to organize small group workshops or discussion   ions largely between groups of staff within the College and himself, or other resource people in the College. Most of these were from one-half day to a full day in length and dealt with small or specific problems related to the redesign of the curriculum. As background for this activity, late in 1970 Bate presented a paper to faculty entitled "Toward '72." The primary purpose of this paper was to present guidelines for curriculum development based upon the "systems approach" to curriculum development. Ultimately, through the assistance of the Research and Development Office some 170 "priority courses" were designed using this approach. Another effect of the tremendous amount of energy expended on this approach was to make a considerable number of faculty aware of the instructional demands the new campus would make upon them. Nevertheless, some faculty members perceived this approach to be a mechanistic and "dehumanizing" approach to instruction. Yet, within a year, Bate was able to significantly reduce (in his opinion) the negative feelings toward both the administration and the concept on which the new campus was being built. As a result, he made arrangements, with the help of administration, to

present a program on innovative approaches in education. The program was held in the Jubilee Auditorium. Classes were cancelled for the day and faculty actively encouraged to attend, wh :hey did.

The program presented was excellent, according to many of those who attended. So successful was this approach and program, that faculty later asked to have another such workshop. Time was running out, however, and it was never held. Nevertheless, many formal and informal faculty meetings, seminars, and workshops were held. As a result, by the time the Lincoln Park Campus was ready in the summer of 1972, many of the faculty were ready for the move (Bate interview, 1973).

Move to the New Campus

Classes commenced in the new campus in September, 1972, which was officially opened on November 17, 1972, by the Honorable Dr. Grant MacEwan, Lieutenant Governor of Alberta.

Bate's Resignation

Having made a reasonably successful move into the new campus, the administration, during the Spring of 1973, began considering the possibility of reverting the Office of Instructional Development to its forerunner, the Office of Institutional Research and Development. Bate was of the opinion, however, that much was yet to be done to make the new facilities work adequately and properly. Thus, when he was asked in effect to take over some of the old duties of research and development, he resigned. His resignation took effect July 1, 1973.

Faculty Leadership Comes For h

Subsequent to Bate's resignation in 1973, the Faculty Association struck a committee entitled "Professional Pevelopment Committee." In late 1973 Mr. Bate was asked and accepted the invitation by the Faculty Association to act on this Committee. Thus, Bate was able to continue ch of the work he started earlier as D ctor of Instructional Development. His informal involvement in staff development, however, was short lived since in the autumn of 1974 he was appointed (or re-appointed) Director of Educational Development, a position he held until his resign on from the College during the summer of 1975. As Director of Educational Development, Bate was again involved in a formal way in staff development activities at Mount Royal College. During the 1975-76 college year much of the work of Instructional Development was delegated to the various instructional departments assisted by a long standing "judiciary panel" identified as the Professional Standards Committee which made decisions concerning the granting of sabbatical leaves, grants for research or study, and tenure. Nevertheless, the Professional Development Committee of the Faculty Association continued to operate.

Annual Seminar

For many years, Mount Royal has had an annual staff development seminar off-campus. It was founded as a seminar for faculty teaching university courses (noted earlier). While this seminar continued through the early 1970's, it was devoted largely to the discussion of overall problems affecting the College. During these later years it was largely a "semi-social and semi-professional kind of activity" (Bate interview, 1973). Nevertheless, in 1973 they organized a seminar concerning

"College Goals," and one in 1974 on "Aims and Objectives of Mount Royal

College." Thus, it seems evident that the move to the new campus

stirred-up an interest in staff development.

Staff Development 1973-75

With the establishment of the Professional Development Committee

in 1973, many of the professional staff development activities of the

College were taken over by the Faculty Association, with the funds

coming largely from the College budget.

In establishing the Professional Development Committee, the

Faculty Association was hopeful that faculty development would become

a cooperative effort between Faculty and Administration. The first

example of a cooperative effort was a seminar held March 29-30, 1973,

concerning identifying College goals, arranged by the Faculty Association

and attended by faculty, the College administration, several members of

the Board of Governors, and some students. Nevertheless, it was the

opinion of the President late in 1974, that little action would be taken

by the Faculty until incentive or .dership was provided by adminis-

tration (Pentz interview, 1974).

The Professional Development Committee of the Faculty Association

has continued to operate and has been actively involved in planning and

organizing the annual professional development conference held by the

College in February or March of each year. The theme of the 1974

conference was "Aims and Objectives of Mount Royal College," and that

of the 1975 conference "Strengths and Weaknesses of the Instructional

System." Each of these conferences included a number of concurrent

sessions in keeping with the theme but designed to appeal to more specific

staff interests and courses, such as the evaluation of students, audio-

visual methods, feedback mechanisms, and the use of College space.

During the 1973-75 period a new staff orientation program was

conducted at the College each year on a joint basis between the College

administration and the department heads in whose departments the new

staff were employed. While no formal or structured program was ever

developed, the orientation program consisted of a familiarization with

the physical facilities of the College, the organizational structure of

the College, the availabili support services, an introduction of

some key staff, and an o review courses and instructional

methods with senior coll more ized program was planned

for 1976 and 1977.

Individual professional growth activi ies at Mount Royal College

have long been administered largely by the various instructional depart-

ments through the allocation of funds for travel. Approval of funds

for activities requiring the payment of registration fees and the like

has been that of the College Deans, Vice-Presidents or President. The

formation of a Professional lopment Committee by the Faculty Associa-

tion in 1973 resulted in a transfer of some funds from the college budget

(i.e., from administration) to this committee. At the same time a

limited amount of funds for staff development was retained or allocated

to the various college Deans. Thus, participation in professional growth

activities since 1973 has been a four way responsibility between the

Department Heads, the Deans, the Professional Development Committee, and

the participants. As a result of this situation, it is very difficult

to obtain information as to what portion of the total college budget

or what funds were being expended for staff development in any year. It is similarly very difficult to obtain a complete list of all professional growth activities in any year. As a result, only a partial list of such activities is presented in Appendix G.

Summary

In the foregoing a number of significant and key staff development activities or types of activities were identified. The purpose of this summary is to list these activities individually and in groups (as appropriate) so that an overview of the magnitude and range of activity can be assessed.

1910-66--Annual Seminar held for teachers of religious education courses.

1931-66--Annual Workshop held for teachers of university courses. Faculty also required to go to Edmonton each spring to help mark university course final examinations.

1931-66--The small amount of financial resources available for sabbatical or educational leave completely controlled by the College President.

1944-66--Following the acquisition of membership in the American Association of Junior Colleges, a small number of faculty invited by the President to attend the annual AAJC convention.

1955-66--The increasing involvement of the Faculty Association in the collective bargaining process results in a greater allocation of funds for travel and thus indirectly for staff development.

1955-66--Annual Pre-session Staff Development Seminar held largely to bring senior staff up-to-date and to introduce new staff members.

1966--Mount Royal College becomes a public college under the Public Junior Colleges Act. Faculty Association given exclusive rights to bargain for salary and working condi- tions on behalf of their membership.

1970-73--R. Bate employed as Director of Institutional Research
    and Development but given major responsibility for staff
    development relative to impending move to new Lincoln
    Park Campus.

1973--Professional Development Committee established by the
    Faculty Association.

1973-Present--Annual two-day Professional Development Conference held
    in February or March

CHAPTER 9

STAFF DEVELOPMENT AT MOUNT ROYAL COLLEGE

AN ANALYTICAL PERSPECTIVE

Introduction

The primary purpose of this chapter is to illustrate the use of

the paradigm rather than to present a complete analysis of the total

staff development at Mount Royal College. Thus, the analysis is limited

to a small number of major or key staff development activities at Mount

Royal College over the period covered by this study.

Three major staff development activities used to illustrate the

use of the paradigm were:

1. staff development activities between 1910-1966, i.e., during
   its years as a private college,

2. activities of the Research and Development Officer, 1969-
   1972, i.e., during the preparation for and move to the new
   Lincoln Park Campus, and

3. staff development activities, 1972-1975.

Specifically the analysis classifies each of these activities

according to the variables of the four dimensions of the paradigm.

This required interpreting the purpose and operation of the activity

as indicated in the written outline or syllabus for the activity and

interpreting the observations of participants interviewed and reported

in the description part of this section. In other words, the analysis

is made from few first-hand observations.

Dimension One: Needs

Organizational--destiny, identity, growth and revitalization.
During the first fifty years of operation of Mount Royal College, faculty
and administration were involved to a very limited extent in three main
types of staff development activities. The first of these were seminars
and workshops that related directly to specific teaching responsibilities,
namely, religious education and university courses. The second group of
activities involved a very limited number of sabbatical or educational
leaves for professional improvement. And the third group of activities
included those in which a few staff attended AAJC conferences. While
neither the program of studies nor the conference agenda are available
for any of these three groups of activities, it seems likely that these
activities would tend to up-date, up-grade or revitalize those who
attended. This up-dating and revitalization would undoubtedly make it
possible for the College to more fully serve its purpose. As a result,
these activities might be considered to relate in a significant way to
meeting organizational needs.

The workshop held during the autumn of 1970 in which Leggett
discussed his consulting firm's report "The Idea of a College," was
likely intended to meet organizational needs of identity and destiny as
they related to the development of the new Lincoln Park Campus. However,
this workshop was so poorly received that it is questionable whether
much was gained in this regard. Nevertheless, several workshops were
held between 1972 and 1976 that undoubtedly contributed to meeting
organizational needs of destiny and identity. Among these workshops
was one on "College Goals" held in 1973, and one on "Aims and Objectives
of Mount Royal College" held in 1974.

Membership--satisfaction and development. One of the purposes
of many of the early and more recent staff development activities has
been to assist the staff in acquiring personal knowledge and skill
relative to their specific roles in the College. For example, the
workshops for teachers of religious education and university courses
were designed to help staff become completely familiar with both the
course content and the expectation of the College for the courses. Thus,
it is evident that both would aid in meeting membership needs of
satisfaction and development.

One of the major responsibilities of Bate in his role as Director
of Institutional Research and Development, was to assist staff in their
preparation for the move to the new campus. In so doing, Bate tried to
familiarize staff with alternative approaches to instruction and to
facilitate the development of new course outlines and teaching techniques
that would be required in the new Lincoln Park facilities. It is
evident therefore, that much of this work contributed to meeting member-
ship needs that would arise once they moved to the new facilities.

The limited number of sabbatical and educational leaves granted
over the years undoubtedly contributed to the academic or pedagogical
development of the participants. In a similar way, many of the profes-
sional growth activities identified in Appendix G would contribute to
membership development and thus, satisfaction.

Thus, it seems evident that a considerable number of staff
development activities over the years, but especially since 1972, would
contribute significantly to meeting membership needs.

Program--organizational effectiveness. As was noted earlier,
several of the staff development activities during the early history of
the College were designed to familiarize staff with the content and pur-
pose of two main programs--religious education and university courses--
so they would be taught in keeping with either the College's or the
university's expectations. These workshops undoubtedly also helped
staff to keep the courses up-to-date. Thus, they contributed signifi-
cantly to meeting program needs.

A considerable portion of the work of Bate was intended to help
staff redesign their courses and to develop new instructional methods
so the courses could be effectively offered in the new Lincoln Park
facilities. Thus, a considerable portion of Bate's work may be seen
as contributing to meeting program needs.

A review of staff development activities during 1972 to 1975
indicates that while some were directed toward the improvement of the
educational program at Mount Royal College, meeting program needs was
likely not a high priority for most of these activities.

Dimension Two: Mode of Operation

Institutional. As was noted in the first part of this chapter,
nearly all of the staff development activities during the first fifty
years of operation of the College were totally controlled by the College
administration. For example, staff teaching religious education and
university courses were required to attend the annual workshops. Staff
who participated in the annual AAJC conferences were selected by the
College President. The decision to employ a person to help staff prepare

for the move into the new campus was that of administration, as was the

selection of the employee to fill this role. While during 1970-72, the

Director of Institutional Research and Development was careful to "avoid

being identified with administration" his role in the College was almost

totally determined by administration. As a result, likely a considerable

amount of his work was of the institutional mode.

These few examples serve to indicate that the primary mode of

operation for most staff development activities at Mount Royal College

up to 1972 were institutional.

Membership. As can be noted from a review of the historical

perspective, that while much of the early staff development activity

at Mount Royal College was operated according to the institutional mode,

much of the staff development activity since 1972 has been of the

membership mode. No doubt this is largely the result of the establish-

ment of a Professional Development Committee by the Faculty Association

in 1973.

While during the first term of office (1970-73) Bate was given

the responsiblity by administration to prepare faculty for the move to

the new campus and thus was required to some considerable degree to act

according to the institutional mode, during his last term of office as

Director of Educational Development, he was able to operate to a much

greater extent as a member of faculty. In so doing he participated on

a cooperative basis with the Faculty Association in arranging several

of the annual professional development workshops and a number of small

group seminars.

Bate's resignation early in 1975 and the decision of administration

not to fill the vacancy in 1975-76 resulted in an even greater involve-
ment of the faculty in the planning and implementation of the various
staff development activities. Thus, during 1975-76 staff development
at Mount Royal College operated largely according to the membership
mode.

Autonomous. While as noted above most staff development
activities at Mount Royal College have been of the institutional or
membership mode, throughout the period there has been a limited number
of activities that have been of the autonomous mode. Included were
the limited number of educational or sabbatical leaves granted and the
considerable resources made available for staff to attend conferences,
seminars, and workshops selected according to their own needs. Staff
who were granted educational leave were reasonably free to take whatever
course of study they desired. Thus, the operation of this activity is
consistent with the autonomous mode.

Dimension Three: Level of
  Functioning

Operations. A considerable proportion of the staff development
activities prior to 1964 was directed toward creating stability and
reliability in the organization. Included were activities designed to
qualify, up-date and up-grade staff in keeping with their teaching
responsibilities. Thus, these activities were directed largely toward
improving the level of operations.

One of the major objectives of many of the activities in which
Bate was involved were designed to help the instructional staff develop

course outlines and instructional approaches which would allow them to function effectively in the new campus. As a result many of these activities may be considered to have been directed toward recreating reliability and stability in the organization. Thus, in effect they were directed, in part at least, toward improving the functioning of Mount Royal College at the level of operations.

In a similar way many of the staff development activities since 1972 have had a similar purpose, that of improving the stability and reliability of Mount Royal College.

An example of such an activity is the professional development conference in 1973 concerning "College Goals." Another example is the 1974 conference on "Aims and Objectives of Mount Royal College."

Regulation. While the primary purpose of the workshops for teachers of religious education and university courses was to help them fulfill their responsibilities as teachers, it is likely that a part of the purpose was also to monitor the staff's thinking and teaching relative to each of these areas. Certainly the involvement of faculty teaching university courses in the marking of final examinations, which McCready identified as a significant staff development activity, would result in a monitoring of achievement in this regard. As a result, part of the staff development activity during this period can be identified as that of regulation.

Although there is little specific information on which to make an assessment, it seems likely that part of the role of Bate as Director of Institutional Research and Development was to monitor staff progress toward developing new approaches that would facilitate a smooth transfer

to the new campus. Thus, part of Bate's role was likely directed at improving functioning at the level of regulation.

It is also evident that part of the purpose of several of the annual professional development conferences was to improve functioning at the level of regulation. One of the small group activities at the 1975 conference was the development of feedback mechanisms. Thus, while the amount of staff development activity directed toward an improvement in functioning at the level of regulation was small, it is evident that some was included in many of the activities over the total period of operation of the College.

Undoubtedly m· · of the activities within the College designed to improve functioning it the level of regulation were not formalized into a specific staff development activity.

Learning. At least two major groups of activities may be identified as being directed toward improvement of functioning at the level of learning. They are: the staff development activities that resulted from joining the American Association of J : Colleges and much of the activity during the period 1969-72. The first of these is identified as being at the level of learning since one of the purposes identified for joining AAJC was to provide an opportunity for staff to acquire new ideas relative to their role, become familiar with new educational technology (teaching methods, programming methods, and the like) and new educational hardware--since the U.S. colleges were perceived to be somewhat ahead of Alberta colleges at that time in this respect.

The second group of activities, those related to the move into

the new campus were clearly directed toward making use of new facilities, equipment and educational technology. The new campus was designed according to "the systems approach"--a relatively new concept in education at that time. Thus, staff had to be prepared to address their responsibilities in a novel, nonroutine way.

Consciousness. It is evident also that many of the staff development activities over the entire period included in this case were directed toward creating and/or expanding Mount Royal's role in society. Certainly one of the important reasons for the college joining AAJC was the desire to make Mount Royal an innovative and respected "junior" and "community" college. A certain prestige went with being a member of the American Association of Junior Colleges.

Dimension Four: Strategy

Power-coercive. The analysis of staff development activities according to the previous three dimensions indicates that the strategy used most frequently to develop and implement staff development activities at Mount Royal College between 1910 and 1972 was the power-coercive strategy. As has frequently been noted staff involvement in development activities during the 1910 to 1955 period was totally at the discretion of the College President.

The increasing involvement of the Faculty Association in the collective bargaining process beginning in 1955 has gradually changed the approach to staff development at the College. Nevertheless, as was also noted, most of the staff development associated with the move to the new Lincoln Park Campus was directed by the College administration,

and thus involved to a considerable degree the power-coercive approach. Included were the decisions to employ a consulting firm to develop an educational model for the new campus and to employ a person to act as a "staff development officer."

In summary, it can be noted therefore, that to a very large degree staff development took place at Mount Royal College between 1910 and 1972 as a result of the power-coercive strategy.

Normative-re-educative. It is difficult to identify specific staff development activities that were the result of the use of this strategy; however, it is evident that some of the professional growth activities since 1972 in which individual staff attending workshops and seminars off-campus involved a normative-re-educative strategy, since involvement of a staff member in a specific activity is largely the result of interest created through the distribution of advertisements or information about the various activities available. Few other staff development activities seem to have been the result of the use of the normative-re-educative strategy.

Empirical-rational. Empirical-rational strategies involve a change agent who is aware of the individual's (the client's) needs and opportunities or activities that will help meet these needs. One type of staff development activity at Mount Royal College that may have resulted in part from the use of this strategy was the opportunity provided by the President for certain faculty to attend AAJC conferences. Another group of activities that resulted from the use of this strategy were those related to the preparation for the move to the new campus,

since to some considerable degree Bate attempted to act as a change agent. Again it can be noted that likely both Bate and the Professional Development Committee were acting in part as change agents when they planned and implemented the professional development conferences in 1973 and 1974, both aimed at bringing about a specific change in staff thinking about the goals and objectives of Mount Royal College.

Therefore, we can conclude that while the power-coercive strategy was the main strategy used to implement staff development activities during the early years of the operation of the College, normative-re-educative and empirical-rational strategies were also operative during those early years, becoming increasingly important in later years.

Summary

The foregoing analysis indicates that each of the four dimensions and nearly all of the thirteen variables were operative in staff development activities at Mount Royal College between 1910 and 1975. A classification as to the extent to which each of the thirteen variables was operative in the three main types or periods of staff development activity at Mount Royal College is presented in Table 4.

Table 4

Extent to Which Each Variable of the Analytical Framework
was Operative in Each of the Three Periods of Staff
Development Activity at Mount R   College,
1910-75

Dimension and Variable	Period of Staff Development		
	1910-66	1970-72	1972-75
1. Need			
a) Organizational-destiny-identity	considerable	considerable	some
b) Organizational-growth/revital.	little	considerable	little
c) Membership	some	some	considerable
d) Program	some	some	some
2. Mode of Operation			
a) Institutional	considerable	considerable	little
b) Membership	little	some	considerable
c) Autonomous	none	little	some
3. Level of Inquiry			
a) Operations	considerable	considerable	some
b) Regulation	little	some	some
c) Learning	little	some	some
d) Consciousness	none	little	little
4. Strategy			
a) Power-coercive	considerable	considerable	little
b) Normative-re-educative	little	some	some
c) Empirical-rational	little	some	some

Source: "Historical Perspective of Staff Development at Mount Royal
College," Chapter 8 preceding.

CHAPTER 10

SUMMARY, CONCLUSIONS AND IMPLICATIONS

FOR FURTHER STUDY

Summary

The primary purpose of this study was to contribute to the understanding of the concept of staff development, particularly as it applies to a post-secondary non-university educational institution. To do so, the study attempted to conceptualize staff development as an activity that contributed to organizational self-renewal, to develop a paradigm in keeping with the conceptualization of staff development, and to illustrate the use and value of this paradigm in helping to understand staff development by using it to analyze the staff development program at two community colleges in Alberta.

A review of literature concerning staff development indicated that a very large number of articles concerning the need for and methods of staff development in educational institutions have been published since 1970. Few, if any, of these articles, however, were based upon (a) a consistent or comprehensive definition of staff development, or (b) a well founded conceptual or analytical framework. Thus, the first purpose to this thesis was to conceptualize staff development. One of the most fruitful approaches seemed to be to define staff development in terms of organizational renewal.

The second purpose of this study was to develop an analytical framework that would aid in understanding the approach to staff

development of any organization. The analytical framework was developed from four bodies of literature that were either identified by or very closely associated with the concept of staff development developed in the first part of the study. These four bodies of literature were those related to (a) organizational self-renewal, (b) organizational development, (c) educational program development, and (d) planned change strategies. The result was a four dimensional model with the following dimensions, (1) needs, (2) mode of operation, (3) level of functioning, and (4) strategy.

The two colleges used to illustrate the use of the paradigm were selected largely because of their similarity in purpose and operation (both being public community colleges in Alberta) and their dissimilarity in age and size.

The approach to staff development in each college was presented in research case format, consisting of a narrative of the significant events and circumstances in the development and operation of the staff development program, presented in chronological order, and an analysis conducted according to the analytical framework. Information as to the development and operation of the staff development program in each institution was obtained through interviews of selected staff at each college, and a review of numerous relevant documents. The framework used was the one developed in the earlier part of this study.

A summary of the findings is presented in Table 5 following.

The analysis indicated that the staff development program at both colleges concentrated on (a) organizational needs, (b) an institutional mode of operation, and (c) operations and regulations levels

Table 5

Summary of Findings of Study

Dimension and Variable	College	
	MacEwan	Mount Royal
1. Needs		
a) Organizational	Almost equal emphasis in staff development activities to meet all three needs; organizational, membership and program.	Major emphasis in staff development activities 1910-72 on organizational and program needs.
b) Membership	Meeting membership needs is one of the purposes of many staff development activities throughout period of study.	Staff development activity to meet membership needs increased considerably after 1955 and again after 1972.
c) Program	A major emphasis of several of the small group workshops.	An emphasis of early staff development activities.
2. Mode of Operation		
a) Institutional	While planning and implementation of new staff orientation programs in 1971 and 1972 was of the institutional mode, nearly all subsequent orientation programs and most other staff development activities between 1971 and 1975 operate according to the membership and autonomous modes, with increasing emphasis toward the latter.	Mode of operation of nearly all staff development activity prior to 1972 was institutional. Since 1972 considerable shift toward membership mode and autonomous mode (about equal emphasis).
b) Membership		
c) Autonomous		

Table 5 (Continued)

Dimension and Variable	College	
	MacEwan	Mount Royal
3. Level of Functioning		
a) Operations	Major emphasis throughout the period of study.	Major emphasis until about 1955.
b) Regulations	Some move in this direction during 1975/76.	Some emphasis throughout total period of study, although few specific activities solely for this purpose.
c) Learning	Little emphasis--very few staff development activities on new methods until 1975, since growing emphasis.	A major emphasis during preparation for move to new campus. Staff development activity at this level continuing or growing.
d) Consciousness	No specific activities for this purpose.	Very little evidence of any activity at this level of functioning.
4. Strategy		
a) Normative-re-educative	) Major strategies in all but new	) Normative-re-educative and empirical-
b) Empirical-rational	) staff orientation program.	) rational strategies used extensively) since 1972 and to some extent 1955-) 68.
c) Power-coercive	Part of strategy for new staff orientation program--new staff must attend.	Major strategy 1910-55 and 1970-72.

of functioning. However, there were other similarities and differences

between the colleges.   Similarities included:

* A change in emphasis as each college became established
from staff development activities designed to meet organ-
izational needs to those designed to meet membership needs.

* A small change in emphasis as each college became estab-
lished from activities directed toward improvement in
functioning at the level of operations to the level of
learning.

, * Very few activities at either college directed toward
an improvement in functioning at the level of conscious-
ness.

Dissimilarities included:

* The emphasis upon organizational needs of destiny and
identity of MacEwan College and the emphasis upon organ-
izational needs of growth or revitalization at Mount,
Royal College.

* The greater autonomy in mode of operation of staff
development programs at MacEwan than at Mount Royal.

* The greater emphasis upon the learning level of functioning
in Mount Royal and upon the operations level of MacEwan
College.

* Greater use of the institutional mode of operation of
staff development activities at Mount Royal College than
at MacEwan College.

Conclusion

The conceptualization of staff development in terms of organiza-

tional renewal resulted in a new approach to staff development; new in

that this approach was different than that found in any of the literature

reviewed by the author. This approach proved most useful in that it

identified several bodies of literature that contributed significantly

to the development of a paradigm that aided in the understanding of

staff development, a paradigm that proved to be most useful in analyzing

and thus understanding the approach to staff development at Grant MacEwan

Community College and Mount Royal College.

Another aspect of staff development in each college that was not

covered very well by the paradigm was the type and amount of resources

made available for staff development at each institution. Thus, it

would seem that this aspect of staff development might be included as

another dimension of the paradigm.

Implications

The following are the implications which arise out of this study.

1. For the conceptualization of staff development. Every definition

has its reference points. The main reference points for the definition

of staff development used in this thesis was a view that staff develop-

ment should be an ongoing educational activity designed to improve the

organization through improving its members. This approach proved to

be productive in developing a paradigm for the analysis of staff

development in an educational institution. It could also be used as

a reference point for developing staff development programs.

For example, an organization wishing to plan and implement a

comprehensive staff development program could use the model for staff

development presented in this thesis to plan activities that would

meet each of the three organizational needs, improve the functioning

of the organization at each of the four levels identified, operate

according to each of the three modes identified, and be implemented

according to each of the three strategies identified. In other words,

the analytical model developed in this thesis could also be used as a

planning model.

2. <u>For the paradigm.</u> Every model has its strengths and weaknesses. No model will ever provide for a complete analysis of a diverse activity such as staff development. However, when the model fails to account for all significant aspects of the activity being analyzed it should be revised. Thus it is recommended that another dimension be added to the model to indicate the resources that are used in the staff development program. The variables of this dimension would be as follows:

Dimension	Variables
5. Resources	(a) Economic (Amount and Source)
	(b) Human (identified Staff Development Officer, etc.)
	(c) Material, (L.R.C., etc.)

3. <u>For the use of the paradigm.</u> In addition to the kind of use it had in this study, the paradigm might also be used as a model for planning a comprehensive approach to staff development, as noted in point number 1. In a less rigorous way it could be used as a checklist to give a quick assessment of, or perspective on the approach to staff development within any organization. It could be used as a mental framework for developing questions and criticisms of staff development approaches. It would, for example, enable one who was examining a particular staff development approach to note possible omissions and inconsistencies. Thus it could be useful to administration, teachers, change agents and staff development officers, and past participants.

4. <u>For further study.</u> (a) Further check of the usefulness and validity of the paradigm by applying it to the approach to staff development at other post-secondary educational institutions.

(b) Study of factors affecting the initiation and development of a staff development program (that is, an assessment of the importance of each of the dimensions of the paradigm).

BIBLIOGRAPHY

BIBLIOGRAPHY

Ad Hoc Planning Subcommittee
  1974 A Proposed Five-Year Instructional Staff Development Program
      for Grant MacEwan Community College, Unpublished manuscript,
      Grant MacEwan Community College, Edmonton, Alberta.

Alberta Colleges Commission
  1971 The Alberta College System, First Annual Report, 1969-70,
      Edmonton, Alberta.

  1972 The Alberta College System, Second Annual Report, 1970-71,
      Edmonton, Alberta.

  1973 The Alberta College System, Third Annual Report, 1971-72,
      Edmonton, Alberta.

  1974 The Alberta College System, Fourth Annual Report, 1972-73,
      Edmonton, Alberta.

Alberta Colleges Commission
  1971 "Grant MacEwan Community College," College Comment, 1 (1),
      January.

  1972 "Another Campus Added," College Comment, 2 (2), September.

  1973 "Dissolving the Alberta Colleges Commission," College Comment,
      2 (3), March.

Allen, Dwight and Kevin Ryan
  1969 "The In-Service Uses of Microteaching," Microteaching, Reading,
      Mass.: Addison-Wesley Publication Co. Ind., pp. 70-77.

American Association of Junior Colleges
  1969 Preparing Two-Year College Teachers for the '70's, Washington,
      D.C.: American Association of Junior Colleges.

Anderson, Robert N.
  1964 Institutional Analysis of Mount Royal College, Calgary: Mount
      Royal College.

Arcand, Rhea and Tina Bell
  1975 "Annual Report from the Staff Development Committee for the
      1974-75 Academic Year," Occasional Paper presented to Grant
      MacEwan Community College Academic Council, June 17, 1975.

Atwell, Charles A. and Robert W. Sullins
  1973 "Cooperative Faculty Development," Community and Junior College
      Journal, 44 (3): 32-33, November.

Bate, Richard
1972   Toward 72, Unpublished manuscript, Edmonton, Alberta: Grant
        MacEwan Community College.

Bate, Richard and Gordon McIntosh
1972   "Staff Development: Concepts and Dimensions," a major paper
        presented at the University of Alberta. College Administration
        Project Workshop on Staff Development in College, Vancouver,
        B.C.: June, 1972.

Beckhard, L.
1969   Organizational Development: Strategies and Models, Reading,
        Mass.: Addison-Wesley Publishing Co.

        neth D. and Max Birnbaum
        hange Does Not Have to be Haphazard," School Review, 68:283-
        93, Autumn.

Bennis, Warren G.
1964   "A New Role for the Behavioral Sciences: Effecting Organizational
        Change," Administrative Science Quarterly, 8:125-165.

1965   "Theory and Method in Applying Behavioral Science to Planned
        Organization Change," Journal of Applied Behavioral Science,
        1 (4):337-360.

1970   Organizational Development.   Reading, Mass.: Addison-Wesley
        Publishing Co.

Bennis, Warren G., Kenneth D. Benne, and Robert Chin (eds.)
1969   "Introduction," in The Planning of Change, Second Edition, New
        York: Holt, Rinehart, and Winston, Inc.

Bergquist, William H. and Steven R. Phillips
1975   "Components of an Effective Faculty Development Program,"
        Journal of Higher Education, XLVI (2), March/April.

Bigelow, Eugene Bruce
1969   "A Survey, Analysis, and Proposed Program of In-Service Education
        in Selected School Districts in Six Midwestern States,"
        Dissertation Abstracts, 31:3821A.

Blaney, Jack
1974   "Program Development and Curricular Authority," in Program
        Development in Education, (Blaney, Housego and McIntosh, eds.),
        Vancouver: Centre for Continuing Education, The University of
        British Columbia.

Blocker, Larry Paul
1971   "Effect of In-Service Training for Teachers on the Creative
        Production of Students," Dissertation Abstracts, 32:1952A.

Blowers, Thomas A.
   1971   "A Review of Some of the Recent Literature on Staff Development:
           Surveys, Trends, Issues and Models," Edmonton: University of
           Alberta, (mimeo).

Board of Post-Secondary Education, Planning Committee
   1969   The Edmonton College.   Edmonton: Board of Post-Secondary Educa-
           tion.

Borg, Walter R., Philip Langer and Marjorie L. Kelley
   1970   "The Minicourse: A New Tool for the Education of Teachers,"
           Education, 90:232-238, February.

Borgealt, Alan John
   1969   "Teacher Perceptions of In-service Education Activities: An
           Exploratory Study," Dissertation Abstracts, 31:3822A.
             (

Bouey-Yates, Elizabeth
   1969   "Changing Attitudes and Behavior: Guidelines for In-service
           Education of Social Studies Teachers in the Secondary Schools
           of the District of Columbia," Dissertation Abstracts, 32:1373A.

Boyer, Ronald K. and Campbell Crockett (Guest, Co-editor)
   1973   "What is Organizational Development," Journal of Higher Education,
           XLIV (5), May.

Bradford, Leland P.
   1968   Human Forces in T... h   and Learning, Washington, D.C.: NTL
           Institute for Ap·   vioral Sciences.

Brick, Michael
   1964   Forum and Focus for the College Movement: the American Associa-
           tion of Junior Colleges, New York: Teachers College Columbia
           Press.

Brickell, Henry M.
   1963   "Dynamics of Change," National Association of Secondary School
           Principals Bulletin, 47 (283):21-28, May.

Bush, Robert N.
   1971   "Curriculum Proof Teachers: Who Does What To Whom," in
           Improving In-Service Education, (Rubin, Louis, ed.), Boston:
           Allyn and Bacon Inc.

Campbell, Gordon
   1971   Community Colleges in Canada, Toronto: Ryerson Press.

Canadian Department of Manpower and Immigration
   1971   Community College Career Outlook, 1971-72, Ottawa: Manpower
           Information and Analysis Branch, Program Development Service.

Canavan, P. Joseph
  1971 "Compensations and Problems of Junior College Teaching," in
        Perspectives on the Community Junior College, (Ogilvie and Raines,
        eds.), New York: Appleton-Century-Crofts.

Carline, John L.
  1970 "In-Service Training--Re-examined," Journal of Research and
        Development in Education, 4:103-15 (Fall).

Carpenter, Ray
  1966 "Instructional Functions of New Media," in New Media and College
        Teaching, (Thornton and Brown, eds.), Washington, D.C.: Depart-
        ment of Audio-Visual Instruction in collaboration with the
        American Association for Higher Education.

Chin, Robert
  1967 "Basic Strategies and Procedures in Effecting Change," in
        Designing Education for the Future, No. 3, Planning and Effecting
        Needed Changes in Education, (Morphet, Edgar L. and Charles O.
        Ryan, eds.), New York: Citation Press, pp. 39-64.

Chin, Robert and Kenneth Benne
  1969 "General Strategies for Effecting Change in Human Systems,"
        in The Planning of Change, Second Edition, (Bennis, Benne and
        Chin, eds.), New York: Holt, Rinehart and Winston, Inc. pp. 32-59.

Christensen, Helen McKee
  1970 "Teacher Education in Service and Student Achievement in Social
        Studies," Dissertation Abstracts, 32:817A.

Ciccone, R. and Lester Tutle (eds.)
  1969 A Guide to Staff Development Activities Using a Florida Conference
        as a Model, Boca Raton, Florida: Atlanta University.

Clark, James V.
  1969 "A Healthy Organization," in The Planning of Change, Second
        Edition, New York: Holt, Rinehart and Winston, Inc.

Clark, Terry F.
  1965 "Institutionalization of Innovations in Higher Education,"
        Administrative Science Quarterly, 1-25.

Cohen, Arthur M.
  1967 "Teacher Preparation: Rationale and Practice," Junior College
        Journal, 37:21-25, May.

  1969 Dateline 79: Heretical Concepts for the Community College,
        Beverly Hills, California: Glencoe Press.

Collins, Charles C.
  1967 Junior College Student Personnel Programs: What They Are, What
        They Should Be, Washington, D.C.: American Association of
        Junior Colleges.

Collin, Wilbur and Robert Bryce
  1972 Self-Development Readings for Community College Personnel: An
        Annotated Bibliography, Edmonton, Alberta: University of
        Alberta, Department of Educational Administration, College
        Administration Project Monograph.

Corey, Stephen
  1957 "Introduction," in In-Service Education, Fifty-sixth Yearbook of
        the Natio 1 Society for the Study of Education, Chicago:
        University of Chicago Press.

Crandall, Curtis R. and Kenneth F   'bata
  1969 "A Guide to Implementing the   deo In-Service Program (VIP),"
        (ERIC ED 054 055).

Crookston, Burns B. and Williard W. Blaesser
  1962 "An Approach to Planned Change in a College Setting," Personnel
        and Guidance Journal, 40 (7):610-16.

Croy, John E.
  1973 "How Do You Feel About In-Service Programs," Community and
        Junior College Journal, 44 (3):28-29, November.

Czarra, Frederick Raymon
  1971 "A Study of the Purposes, Utilization, and Effectiveness of
        Professional Days of In-Service Education in the Area of Secondary
        Social Studies in the Counties of the State of Maryland,"
        Dissertation Abstracts, 32:1377A.

Dansock, Richard James
  1970 "Measuring Involvement in an In-Service Program in Terms of
        Teacher Achievement in Learning Disability Correction,"
        Dissertation Abstracts, 32:281A.

Denemark, W., and J. MacDonald
  1967 "Pre-Service and In-Service Education for Teachers," Review of
        Education Research, 37:233-47.

De Nevi, Richard
  1970 "Retreading Teachers the Hard Way," Junior College Journal,
        40 (1):6-9, April.

Drew, George M. and Normand Madore
  1971 "In-Service Education," Illinois Education, 33 (4):165-167, April.

Dyck, Harold J.
  1970 Social Futures Alberta 1970-2005, Edmonton, Alberta: Human
        Resources Research Council.

Edmonton Journal News Reports
"Sending the School to Students," December 2, 1970
"Grant MacEwan College," September 10, 1971.

Faris, K. Gene
1970 "Faculty Development--Key to Instructional Development,"
Viewpoints, 46 (2):129-46, March.

Fenske, Milton, et al.
1969 "Present Status/Future Prospects of the Community College in
Canada," Proceedings of the First Annual Staff Leadership
Conference on College Administration, Edmonton: University of
Alberta, pp.20-69.

Fischler, Abraham S.
1971 "Confrontation: Changing Teacher Behavior Through Clinical
Supervision," in Improving In-Service Education: Proposals and
Procedures for Change, (Rubin, Louis, ed.), Boston: Allyn and
Bacon, Inc.

Fisher, Grant L.
1967 The Community College, Calgary: The University of Calgary,
Department of Educational Administration.

1971 The Preparation of College Instructors, Edmonton: University
of Alberta, The College Administration Project, Department of
Educational Administration.

Fisher, Louis
1971 "In-Service Education: An Immodest Proposal," in Improving
In-Service Education: Proposals and Procedures for Change,
(Rubin, Louis, ed.), Boston: Allyn and Bacon, Inc.

Flanders, N.A.
1963 "Teacher Behavior and In-Service Programs," Educational Record,
21 (1):26-28.

Fordyce, J.W.
1971 "Faculty Development in American Community-Junior College,"
Peabody Journal of Education, 48:270-5, July.

Fournier, Jacques (ed.)
1971 "Trends and Development in the Colleges of Canada," Proceedings
of the Second Annual Conference, College Administration Project,
Edmonton: University of Alberta, pp.3-26.

Gagne, Robert
1970 Conditions of Learning, Second Edition, New York: Holt, Rinehart,
and Winston, Inc.

Garrison, Roger H.
  1967   Junior College Faculty: Issues and Problems. Washington, D.C.:
         American Association of Junior Colleges.

  1968   Teaching in a Junior College: A Brief Professional Orientation,
         Washington, D.C.: American Association of Junior Colleges,
         American Educational Publishers Institute.

  1971   "The Junior College Teacher--A New Breed," in Perspectives on
         the Community Junior College, (Ogilvie and Raines, eds.), New
         York: Appleton-Century-Crofts.

Giles, Frederic T.
  1972   "Staff Development in Colleges: Roles and Responsibilities,"
         in Staff Development in Colleges, A Report of the C.A.P. Workshop
         '72, (R. Bryce, ed.), Edmonton: University of Alberta.

Gleazer, Edmund J. Jr.
  1968   This is the Community College, Boston: Houghton-Mifflin Company.

  1973   Project Focus: A Forecast Study of Community College, New
         York: McGraw Hill Book Co.

  1974   "What Now For the Community Colleges," Community and Junior
         College Journal, 44(4):6-11, Dec./Jan.

Good, Carter V.
  1973   Dictionary of Education, Third Edition, New York: McGraw Hill
         Book Co.

Grant MacEwan Community College
  1972   Minutes of the Ad Hoc Planning Committee on Staff Development,
         Unpublished Manuscript, Edmonton: Grant MacEwan Community College.

  1973   1973/74 Calendar, Edmonton: Grant McEwan Community College.

Grant, William Watson
  1971   "A Model for the In-Service Education of School Administrators
         Within the State of New South Wales, Australia," Dissertation
         Abstracts, 32:1223A.

Hammons, James O.
  1974   "Planning for Community College Staff Development," Proceedings
         of the Fifth Annual International Institute on the Community
         College, Sarnia, Ontario: Lambton College, pp.109-129.

Harlacker, Erwin
  1969   The Community Dimension of the Community College, Englewood
         Cliffs, New Jersey: Prentice-Hall, Inc.

Harris, Ben M.
  1966   "In-Service Growth--The Essential Requirement," Educational
         Leadership, 24:257-60, December.

Harris, Ben M. and Wailand Bessant
    1969   In-Service Education: A Guide to Better Practice, Englewood
            Cliffs, New Jersey: Prentice-Hall, Inc.

Herge, Henry C.
    1965   The College Teacher, New York: The Centre for Applied Research
            in Education, Inc.

Hewett, Stanley
    1973   "In-Service Training Provision: College of Education," in
            In-Service Training: Structure and Content, (Watkins, Roger,
            ed.), Leeds, England: Wards Lock Educational Publications.

Hoffer, Eric
    1967   The Temper of Our Times, New York: Harper Row Publishers, Inc.

Hrivnak, Joseph Thomas
    1970   "The Use of Interaction and Feedback in an In-Service Education
            Model," Dissertation Abstracts, 32:4599A.

Ingram, E.J.
    1974   "Curriculum Decision Making as a Factor in Curriculum Innovation,"
            in Perspectives on Curriculum, Vol. 3.   A collection of papers
            presented to the Interdepartmental Seminar on Curriculum Studies,
            Faculty of Education, The University of Alberta, Edmonton.

Ingram, E.J. and others
    1975   A College in Process, Edmonton: University of Alberta, Depart-
            ment of Educational Administration.

Ingram, E.J. and N.P. Hrynyk
    1963   In-Service Education for Teachers, Edmonton: Alberta Teachers'
            Association.

Jackson, Philip W.
    1971   "Old Dogs and New Tricks: Observations in the Continuing Education
            of Teachers," Chapter 2 in Improving In-Service Education:
            Proposals and Procedures for Change, (Rubin, Louis, ed.), Boston:
            Allyn and Bacon, Inc.

Jacobs, Joseph H.
    1971   "An Investigation of Structured Observation Experiences as a
            Self-Improvement Technique for Modifying Teachers Vital Behaviors,"
            Dissertation Abstracts, 32:1383A.

Jaffray, P.
    1974   Detailed Program for New Academic Staff: Orientation and Pre-
            Service Program, Edmonton: Grant MacEwan Community College,
            Staff Development Department.

    1974   Proposed Program of Workshops and Seminars for 1974-75, Edmonton:
            Grant MacEwan Community College, Staff Development Department,
            October.

Jaffray, P.
  1975 Detailed Program for New Academic Staff: Orientation and Pre-
        Service Program, Edmonton: Grant MacEwan Community College,
        Staff Development Department.

Johnson, B. Lamar (ed.)
  1969 The Improvement of Junior College Instruction, Los Angeles:
        University of California, Junior College Leadership Program,
        (ERIC ED 022 203).

Kaz, Sidney Erwin
  1971 "A Analysis of Teacher In-Service Education in an Urban School
        System." Dissertation Abstracts, 32:3139A.

Kelley, M. Franc and John Connolly
  1970 Orientat   or Faculty in Junior Colleges, Washington, D.C.:
        American   iat n of Junior Colleges.

Kelley, Win and Leslie Wilbur
  1970 Teaching in the Communi   Jun or Colleg New York: Appleton-
        Century-Crofts.

Knezevich, S. and M. Murphy
  1968 "The Emerging AASA Academy," Phi Delt Kappan, 50:224-27.

Kolesar, Henry
  1972 The Alberta College System, Occasional paper, Edmonton: Alberta
        Colleges Commission.

Komisar, B. Paul
  1963 "Creating an Office of the Professional Services," The Clearing
        House, 38:176-178.

Leadbeater, David
  1971 The MacEwan Community College Summer Programme, Edmonton: Grant
        MacEwan Community College.

Lefforge, Orland S.
  1969 Inservice Training as an Instrument for Change, Gainsville,
        Florida: University of Florida, Institute of Higher Education.

Leep, Albert and others
  1968 "Developing More and Better In-Service Programs," The Clearing
        House, 43:113-116.

Leggett, Stanton, and others
  1969 The Idea of a College: A Summary of Some Educational Alternatives,
        New York: Englehardt, Englehardt & Leggett, Inc., Educational
        consultants.

Lewin, Kurt
  1947 "Frontiers in Group Dynamics," Human Relations, 1:5-41.

Lippitt, Ronald and others
  1958   The Dynamics of Planned Change, New York: Harcourt, Brace and
         World, Inc.

Lombard, George F.
  1968 ."From Clinical Research and Research Reports in Human Relations,"
         The Journal of Applied Behavioral Science, 4 (2):246-248.

Lowry, Charles D.
  1908   "The Relation of Principals and Superintendents to the Training
         and Improvement of Their Teachers," Seventh Yearbook of the
         National Society for the Study of Education, Chicago: University
         of Chicago Press.

Lyman, Josephine and others
  1973   "Staff Development--Who is Learning What?" in Education in
         Transition, Proceedings of the Fourth Annual Institute of the
         Community College. Sarnia, Ontario: Lambton College.

MacKay, D.A.
  1964   "In-Service Education: A Strategy for Staff Development," in
         1964 Alberta School Principal, Edmonton: University of Alberta,
         Department of Educational Administration.

McGovern, Eugenia Gaye Roddis
  1970   "Effect of an In-Service Education Course on Teachers' Formulation
         and Use of Behavioral Objectives," Dissertation Abstracts, 31:3827A.

McIntosh, Gordon.
  1971   Summer Program Report, Unpublished Manuscript, Edmonton: Grant
         MacEwan Community College.

McKee, Catherine
  1962   "Teachers Improve Their Skills Through On-the-Job Training,"
         Clearing House, 36:259-63.

Medsker, Leland L. and Dale Tillery
  1971   Breaking the Access Barriers, New York: McGraw-Hill Book Co.

Miller, Donald R.
  1970   A Systems Approach to Planned Change in Education, Burlingame,
         California: Operation PEP.

Miles, Matthew B.
  1964   "On Temporary Systems," in Innovation in Education, (Miles,
         Matthew, ed.), New York: Teachers College Press, pp.437-490.

  1964   "Educational Innovation: The Nature of the Problem," in
         Innovation in Education, (Miles, Matthew, ed.), New York: Teachers
         College Press, pp.1-46.

Miles, Matthew B.
   1964   "Innovations in Education: Some Generalizations," in Innovations
          in Education, (Miles, Matthew, ed.), New York: Teachers College
          Press, pp.631-662.

   1965   "Planned Change and Organizational Health: Figure and Ground,"
          in Change Process in the Public Schools, Eugene, Oregon: Centre
          for the Advanced Study of Educational Administration, University
          of Oregon.

Ministers Advisory Committee on Community Colleges
   1972   Community Colleges, Regina: Department of Continuing Education,
          Province of Saskatchewan.

Moffit, John Clifton
   1963   In-Service Education for Teachers, New York: The Centre for
          Applied Research in Education, Inc.

Morgan, Don L.
   1971   "Individualization in In-Service," Pennsylvania School Journal,
          119:265-267.

Mort, Paul and Donald H. Ross
   1956   Principles of School Administration, New York: McGraw-Hill Book
          Co. Inc.

Mort, Paul
   1952   "Educational Adaptability," Parts I to VI, incl., School
          Executive, Vol. 71 (Nos. 1, 3, 5, 7, 9, 10).

Moully, George J.
   1970   "Case Studies," The Science of Educational Research, Second
          Edition, New York: Van Nostrand Reinholt Co.

Mount Royal College
   1970   Staff Handbook, Calgary: Mount Royal College.

   1972   Student Handbook, Calgary: Mount Royal College.

   1972   Our Choice for the Future, Occasional publication, Calgary:
          Mount Royal College.

   1974   Calendar, Calgary: Mount Royal College.

O'Banion, Terry
   1972   "Staff Development: Priorities for the Seventies," Community
          and Junior College Journal, 43(2):10-11, October.

   1973   "Teachers for Tomorrow," Community and Junior College Journal,
          44(3):10-11, November.

O'Banion, Terry
 1973 "Teachers for Tomorrow: One Year Later," Community and Junior College Journal, 44(3):10-11.

 1973 "Staff Development for Student Development," in Education in Transition, Proceedings of the Fourth Annual Institute on the Community College, Sarnia, Ontario: Lambton College.

Ogilvie, William K. and Max R. Raines
 1971 Perspectives on the Community-Junior College, New York: Appleton-Century-Crofts.

Oppenheimer, Robert
 1955 "Prospects in the Arts and Sciences," Perspectives U.S.A., II: 10-11, Spring.

Partlow, Hugh R.
 1971 "Professional Development: Top-Level Need, Second Level Priority," Education Canada, 11:61-64.

Parsons, Michael H.
 1974 "Staff Development: A Gestalt Paradigm," in College Perspective '74, Proceedings of the Fifth Annual International Institute on the Community College, Sarnia, Ontario: Lambton College, pp. 229-239.

Parsons, Theodore, W.
 1971 "Guided Self-Analysis Professional Development Systems, Educational Series: Overview," (ERIC ED 052 151).

Patterson, Wade N.
 1971 "In-Service Micro-College," Today's Education, 60:53, February.

Province of Alberta
 1969 An Act Respecting a Provincial College System, Edmonton: The Queen's Printer.

Rakes, T.A.
 1972 "Diagnostic Approach to In-Service Education," American Vocational Journal, 47:99-100, January.

Ready, R.K.
 1968 "A Short Primer for Case Writers in 1965," The Journal of Applied Behavioral Sciences, 4(2):240-243.

Richardson, David Ira
 1970 "A Study of In-Service Education Practices for Open-Plan Schools," Dissertation Abstracts, 31:3398A.

Richardson, Richard C. Jr.
 1975 "Staff Development: A Conceptual Framework," Journal of Higher Education, XLVI (1):303-311.

Richey, Herman G.
1957 "Growth of the Modern Conception of In-Service Education," in
In-Service Education, Fifty-Sixth Yearbook of the National
Society for the Study of Education, Chicago: University of
Chicago Press.

Ridley, Agnes F.
1971 "In-Service Teacher Education and the Affective Domain,"
American Vocational Journal, 47:46-48, January.

Robertson, E. Wayne
1969 Effects of Teacher In-Service on Instruction and Learning,
Tucson, Arizona: ERIC Evaluation Centre, (ERIC ED 037 383).

Rogers, Everett
1962 The Diffusion of Innovation, New York: Free Press.

1968 "The Communication of Innovation in a Complex Organization,"
Educational Record, 49(1):67-77.

Roueche, John and McFarlane
1970 "Improved Instruction in the Junior College: Key to Equal
Opportunity," Journal of Higher Education, 41:7-7.

Santos, Otto
1971 "In-Service Methods," Dissertation Abstracts, 32:3847A.

Scharles, Winifred Warnat
1971 "Development and Evaluation of an Intensive Short-Term In-Service
Teacher Training Program on Learning Disabilities," Dissertation
Abstracts, 32:2538A.

Schultz, James and Philip Winstead
1971 The Educational Development Officer: A Catalyst for Change in
Higher Education, Durham, N.C.: National Lab. for Higher Educa-
tion, (ERIC ED 052 766).

Schultz, Raymond E.
1972 "Methods of Implementing Staff Development in Community Colleges,"
a major paper presented at the University of Alberta, College
Administration Project Workshop on Staff Development in Colleges,
Vancouver, B.C., June, 1972.

Seastone, Don
1970 "Education in Alberta--Population, Enrollments, Economic, and
Provincial Revenue Considerations," a paper presented at the
Congress on the Future: Education, Edmonton, December.

Silberman, Charles E.
1970 Crisis in the Classroom; the Remaking of American Education,
New York: Random House.

Smith, Dennie Lee
   1969   "The Assessment of a Social Studies In-Service Education Program
          Through Student Perceptions," Dissertation Abstracts, 31:3842A.

Sneed, Joseph T.
   1974   "Continuing Education in the Professions," Journal of Higher
          Education, 43:223-238.

Stewart, Andrew
   1965   Special Study on Junior Colleges, Edmonton: The Queen's Printer.

Stewart, Peter
   1971   Review of 1971 Orientation Program, Occasional paper, Edmonton:
          Grant MacEwan Community College.

   1972   Staff Orientation, 1972 Report, Edmonton: Grant MacEwan
          Community College.

The Group for Human Development in Education
   1974   Faculty Development in a Time of Retrenchment: A Change
          Publication, New York: Change Magazine.

Thornton, James W. Jr.
   1972   The Community Junior College, Third Edition, New York: Wiley and
          Sons, Inc.

Thornton, James W. Jr. and James W. Brown (eds.)
   1968   New Media and College Teaching, Washington, D.C.: Department of
          Audiovisual Instruction in collaboration with the American
          Association for Higher Education.

Tillery, Dale
   1970   "A College for Everyone," (mimeo.), Berkeley, University of
          California.

Tilley, Herbert Thomas
   1971   "In-Service Teacher Education: A Tool for Change," Dissertation
          Abstracts, 32:1818A.

Tod, A.J.
   1969   A Summary of Staff Characteristics in Post-Secondary Institutions
          in Alberta, unpublished M.Ed. thesis, Edmonton: University of
          Alberta.

Toombs, William
   1975   "A Three-Dimensional View of Faculty Development," Journal of
          Higher Education, XLVI(6):701-717, Nov./Dec.

Trimble, W.B.S.
   1969   "Professional Development: Helping College Teachers Stay Up-to-
          Date," Canadian University and College, 45:67-68, October.

Trump, Lloyd J.
    1963 "Ingre⸱ ⸱nⅼs oⅰ Change," National Association of Secondary
          School Principals Bulletin, 47(28 ⸱ :11-20.

Turner, Harold E.
    1970 "Improⱱⅇd In-Service: A Challenge for Supervisors," The Clearing
          Hou⸱ . 45:116-119, October.

Tyler, Ralph W.
    1971 "In-Service Education of Teachers: A Look at the Past and Future,"
          in Improving In-Service Education: Proposals and Procedures for
          Change, (Rubin, Louis, ed.), Boston: Allyn and Bacon, Inc.

University of Alberta
    1970 "A New Venture in Community College," in Folio, Edmonton:
          University of Alberta Staff Bulletin, University Publication
          Office, December 10.

Walton, Richard E.
    1972 "Advantages and Attributes of the Case Study," The Journal of
          Applied Behavioral Sciences, 8(1):72-78.

Watson, Cecily
    1971 "Canadian Case Study: New College Systems in Canada," in
          Innovation in Higher Education, Toronto: Ontario Institute for
          Studies in Education, Department of Educational Planning.

Wattenberger, James L. and Robert S. Carpenter
    1975 "Faculty Development: Let Teachers Take the Initiative,"
          Community College Review, 3(3):25-30, June.

Wergin, Jon F. and others.
    1976 "The Practice of Faculty Development," Journal of Higher
          Education, XLVII(3):289-307, May/June.

Wickless, Janice Lee
    1971 "Effects of an In-Service Program for Teachers on Pupils'
          Questioning Behavior in Science Classes," Dissertation Abstracts,
          32:3854A.

Williamson, John N.
    1975 "The Inquiring School: Toward a Model of Organizational Self-
          Renewal," The Educational Forum, XXXVIII(3):355-371, and XXXVIII
          (4):393-411.

Wilson, Richard E.
    1973 "Staff Development: An Urgent Priority," Community and Junior
          College Journal, 43(9):68-69, June/July.

Wisgoski, Alfred E.
    1971 "Characteristics of Junior College Students: Implications for
          Faculty and Student Personnel Specialists," in Perspectives on
          the Community Junior College, (Ogilvie and Raines, eds.), :
          York: Appleton-Century-Crofts.

Worth, Walter H.
    1972   A Choice of Futures, Report of the Commission on Educational
           Planning, Edmonton: The Queen's Printer.

Zion, Carol
    1973   "In-Service Education--A Total Staff Involvement," in Education
           in Transition, Proceedings of the Fourth Annual Institute on
           the Community College, Sarnia, Ontario: Lambton College.

Zion, Carol and Connie Sutton
    1973   "Integrated In-Service Development," Towards a Professional
           Faculty, Vol. I, New Directions for Community Colleges, San
           Francisco: Jossey-Bass, Inc., pp. 41-51.

Zoch, Rudy Franklin
    1970   "The Effect of an Individualized In-Service Program on Teacher
           Questioning and Student Verbal Participation," Dissertation
           Abstracts, 31:4612A.

Zurhellen, Henry Scott
    1970   "A Study of Teacher Attitudes During an In-Service Education
           Program in Selected East Tennessee Schools," Dissertation
           Abstracts, 31:4613A.

APPENDIX A

WESTERN CANADIAN COMMUNITY COLLEGES
1972

APPENDIX A

WESTERN CANADIAN COMMUNITY COLLEGES
1972

ALBERTA	BRITISH COLUMBIA
Fairview Regional College Fairview	British Columbia Institute of Technology 3700 Willingdon Avenue Burnaby
Grande Prairie College Grande Prairie	Camosun College Victoria
Grant MacEwan Community College 600 Canada Trust Building Edmonton	Capilano College 1770 Mathers Avenue West Vancouver
Lethbridge Community College Lethbridge	Cariboo College Kamloops
Medicine Hat Junior College Medicine Hat	College of New Caldonia 2901 - 20 Avenue Prince George
Mount Royal College 7 Avenue and 11 Street S. W. Calgary	Douglas College 332 Columbia Street New Westminster
Northern Alberta Institute of Technology 11762 - 106 Street Edmonton	Malispina College 460 Wallace Street Naniamo
Olds Regional College Olds	Okanagan Regional College 1638 Pandosy Street Kelowna
Red Deer Junior College Red Deer	Selkirk College Box 1200 Castlegar
Southern Alberta Institute of Technology 10 Street and 16 Avenue N.W. Calgary	Vancouver City College 1595 W. 10th Ave., Vancouver
Vermilion Regional College Vermilion	Vancouver City College Langara Campus, Vancouver
	Vancouver Vocational Institute 250 Pender Street Vancouver

MANITOBA

Assiniboine Community College
1430 Victoria Avenue E.
Brandon

Keewatin Community College
The Pas

Red River Community College
2055 Notre Dame Avenue
Winnipeg

SASKATCHEWAN

Saskatchewan Institute of
    Applied Arts and Sciences
Saskatoon

Saskatchewan Technical Institute
Moose Jaw

APPENDIX   B

LETTERS SOLICITING SUPPORT

February 8, 1973

Dr. W. B. Pentz, President,
Mount Royal College
Lincoln Park Campus
Calgary, Alberta

Dear Mr. President:

I am aware that during the last several years, your college has
provided a number of in-service educational programs and opportunities
to college administrators, faculty and professional support staff.
Some or all of these activities and opportunities may have been
provided as a result of the administrative concern for the quality
and level of service offered by the college. Or it might have been
provided as a result of the faculty's request (demand) for such
activities and opportunities. Or it might have been provided for
both of these reasons and others.

Your in-service or faculty development program may include both on
and off-campus activities and other opportunities. There may be
comprehensive approach or stopgap approach to specific problems. You
and your board may have often asked the questions, "Is the money and
time for in-service education well spent?" "What approach will
produce the best returns?" "How can we best keep staff up to date?"

I am sure that if those concerned with faculty development have
researched the literature, as I have, they would also have found a
great dearth of information on almost any aspect of faculty develop-
ment. It is as a result of this deficiency of information, of models,
and the like, that I have undertaken a case-study of faculty
development in western Canadian Colleges. I hope this study will
help provide some answers to our mutual problem. I would therefore
ask your assistance.

The study will consist of a compilation of information concerning
faculty development in eight colleges in western Canada. The
information will be gathered through a review of appropriate college
documents and interviews with selected college employees. Your
assistance is therefore specifically requested in identifying and
making available appropriate college documents and information
concerning your in-service educational program, and in identifying
and asking assistance of your staff in supplying the needed
information. Specific college documents would include: the college
or faculty handbook, policy statements by the College Board,
administrative and/or faculty relative to in-service education
statements and policies relative to working conditions, qualifications,
etc. (that relate to in-service education), and information as to
budget available in the past and at present for in-service education.

Dr. W. B. Pentz   -2-   February 8, 1973

College personnel I would like to interview would include yourself,
the administrative staff member most responsible for in-service
educational programs, and the faculty representative most concerned.
I would also like to interview one to three representatives of
faculty that might be interested in contributing information. I
am particularly interested in interviewing those faculty that have
had several years of experience at your college. For this purpose
I would appreciate permission to distribute to all faculty and
administrators a general request for information and assistance.

I would appreciate your response to this request at your earliest
convenience. Upon receipt of your approval I will make further
arrangements through personal contact with you.

Thank you for your consideration.

Yours very truly

W. J. Collin
Olds Regional College

WJC:kc

Dear Faculty Member:

I am a graduate student in educational administration at the University of Alberta and President of Olds Regional College. For some considerable time I have been interested in initiating and/or establishing a comprehensive faculty development (in-service) program in our college. During the past several years a number of in-service educational programs and opportunities have been made available at or by your college. Among these activities and opportunities were sabbatical leaves, seminars, courses and workshops, conferences, professional library materials, and the like. While not all colleges have made available such a comprehensive selection of programs and opportunities, many are now developing a real interest and concern for in-service education of all employees.

In attempting to develop such programs they have researched the literature, only to find, as I have, a dearth of information on almost all aspects of in-service training. As a result of this deficiency in information, I am undertaking a case-study of faculty development programs in western Canadian Colleges. It is hoped this study will provide the background for both a more systematic comparative analysis and a more comprehensive approach to in-service training in colleges.

I propose to collect this information through a review of appropriate college documents, and a semi-structured interview of college employees, in eight colleges in western Canada. Since your college was one of the colleges selected, I hereby solicit your support. I solicit your support by giving me the time to interview you, on an individual basis. All I ask is that those of you who are interested in developing a more comprehensive, consistent in-service program, tell me about the faculty development program at your college. Anyone who wishes to remain anonymous may do so.

To facilitate obtaining this information, I will be at your college for several days during the next two or three months. At that time I will make it known when and where you may find me for interview purposes.

Since I believe this study can contribute much to future faculty development programs, I sincerely solicit your support.

Since it is intended that this be a general request, it is not necessary that you respond. Rather, I would appreciate you thinking about this topic and your assistance when I am at your college.

Looking forward to meeting you, I remain

Yours very truly

Wilbur J. Collin
Olds Regional College

APPENDIX   C

PERSONS INTERVIEWED

APPENDIX C

PERSONS INTERVIEWED

Re: Grant MacEwan Community College

Dr. Charles Day, Dean of Academic Affairs, Grant MacEwan Community College

Mr. Bob Eggers, Faculty Member, Grant MacEwan Community College

Mr. John Haar, President, Grant MacEwan Community College

Mr. Peter Jaffray, Staff Development Officer, 1974-76

Mr. Ted Kemp, Faculty Member (Member of Staff Development Committee)

Dr. Henry Kolesar, Former Chairman, Alberta Colleges Commission

Mr. Bob Leong, Dean of Administrative Affairs

Miss Donna Mitchell, Faculty Member (Member of first Staff Development
                 Committee)

Mr. Peter Stewart, Executive Assistant to the President, 1972-74

Mr. Clark Tingley, Director, Cromdale Campus

Re: Mount Royal College

Mr. Richard Bate, Director, Institutional Research and Development, 1970-72
                 Director, Instructional Development, 1971-73
                 Director, Educational Development, 1974-75

Mr. Gary Dean, Vice-President, Instruction, 1968-74

Mr. Fred Fowlow, Director, Faculty of Science

Mr. Doug Lauchlin, Dean, Student Services (Appointed President, 1976)

Mr. Hugh MacLeod, Chairman, Faculty Association, 1969-73

Mr. Ralph McCready, Faculty Member, 1935-present
                 Head, Department of Arts and Science, 1944-59
                 Head, Department of Engineering, 1946-62
                 Director, Research and Development, 1959-68
                 Acting President, 1967-68

Mr. John North, Head Librarian, 1969-74

Dr. Walter Pentz, President, 1966-75

APPENDIX D

NEWS ITEMS CONCERNING THE FOUNDATION OF
GRANT MACEWAN COMMUNITY COLLEGE

EDMONTON JOURNAL, 1970-71

APPENDIX D

NEWS ITEMS CONCERNING THE FOUNDATION OF
GRANT MACEWAN COMMUNITY COLLEGE

EDMONTON JOURNAL, 1970-71

Date	Page	Topic
August 26, 1970	47	Edmonton Colle Has New Name
September 17, 1970	53	President to be Chosen in October
October 31, 1970	1	Haar Appointed President
November 7, 1970	9	Board Tours Eastern Canadian Colleges
December 2, 1970	79	Sending the School to the Students
February 23, 1971	27	Store Front College
February 27, 1971	3	Open Door College
March 16, 1971	43	MacEwan Swamped with Applications
June 23, 1971	80	Dominion Store Will Become Cromdale Campus
July 7, 1971	57	Staff Attend Orientation Program
September 8, 1971	3	Grant MacEwan College Opens
September 10, 1971	10	Unique Characteristics of MacEwan College

APPENDIX E

STAFF DEVELOPMENT ACTIVITIES
MACEWAN COLLEGE

1974-75 AND 1975-76

APPENDIX   E

STAFF DEVELOPMENT ACTIVITIES
MACEWAN COLLEGE
1974-75 AND 1975-76

1. New Staff Orientation Programs - August 1974
                                    August 1975

2. In-Service Core Programs

    "Basic Group Dynamics"   November, 1974
    "Organizational Development"   February, 1975
    "Interaction Analysis"   February, 1975

3. In-College General Workshops

    "Instruction as a Humanizing Science"   April, 1974
    "Designing a Collective Evaluation System"   April, 1975
    "Instruction as a Humanizing Science" (repeat)   May, 1975

4. Special Workshops

    Nursing Department Faculty Seminar   April, 1975
    Writing Self-Instructional Packages   April, 1975
    Synectics, A Program in Creative Problem
            Solving   May, 1975

5. Professional Growth Activities

    1974-75 - 51 staff participated in activities ranging from a
            one-day convention for registered nurses in Edmonton,
            to a four-day Conference on educational communication
            techniques in Toronto.

A Sample List of Professional Growth Activities at MacEwan College

1974-75:

 1. Symposium on Reality Therapy - August, 1974
 2. Consultation Skills - November, 1974
 3. Seminar on Faculty Evaluation and Development - November, 1974
 4. Childbirth Education Seminar - December, 1974
 5. Team Building and Leadership Seminar - December, 1974
 6. Rehabilitation Nursing Workshop - April, 1975
 7. Third Party Conflict Management - January, 1975
 8. Supervisors Workshop on T.A. in Management - January, 1975
 9. Teaching English as a Second Official Language - March. 1975
10. Personal Interviewing Short Course - March, 1975
11. Transactional Analysis Workshop - May, 1975

12. Group Leadership Development – April, 1975
13. Workshop on Teaching Writing – May, 1975

1975-76:

1. Occupational Nurses' Seminar – October, 1975
2. Taxation Seminar – October, 1975
3. National Equine Educators Conference – October, 1975
4. Bishop Method of Clothing Construction Seminar – October, 1975
5. Untapped Resources for Vocational Programming – October, 1975
6. Hypnosis and Relation Therapy in the Helping Relationship –
                                                December, 1975
7. Effective Writing Workshop – January, 1976
8. Banff International Conference on Behaviour Modification –
                                                March, 1976
9. Relaxation Techniques for Practicing Counsellors – April, 1976
10. Coping with Change and Conflict – April, 1976

APPENDIX F

NEW-STAFF ORIENTATION PROGRAM
MACEWAN COLLEGE
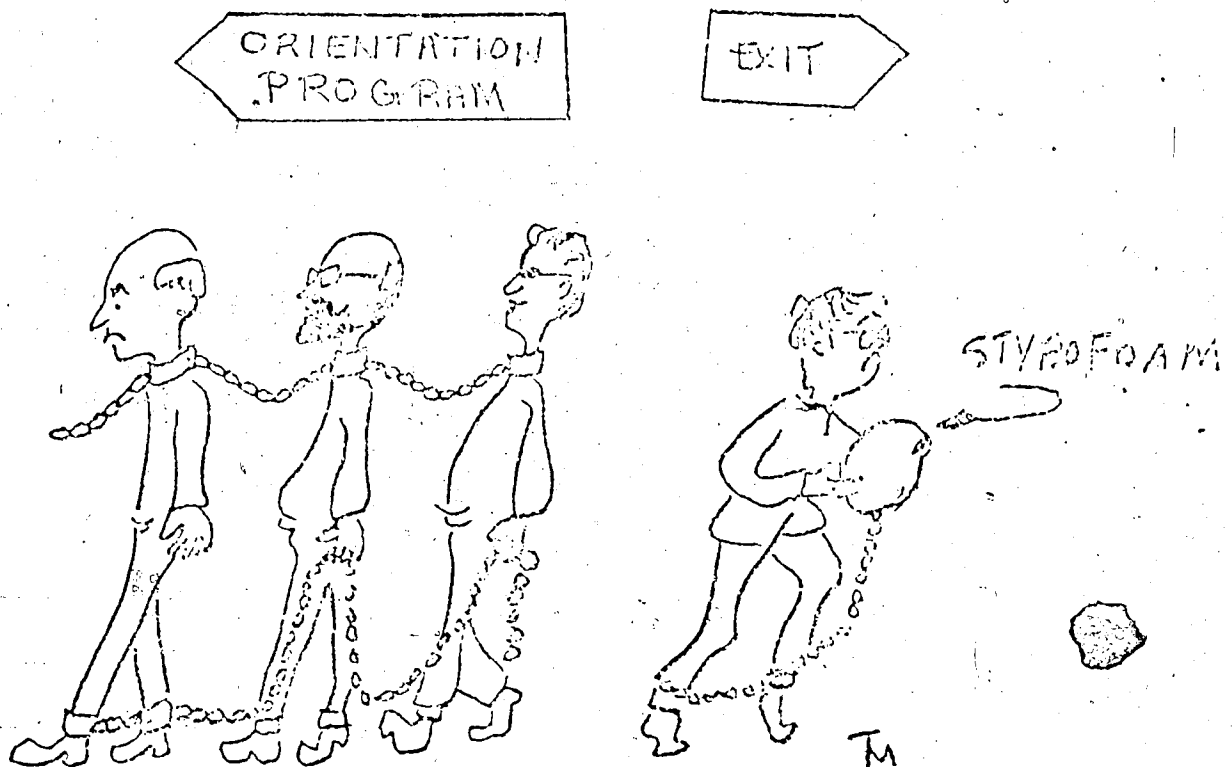
AUGUST 1974

GRANT MacEWAN COMMUNITY COLLEGE

STAFF DEVELOPMENT DEPARTMENT

DETAILED PROGRAM FOR NEW ACADEMIC

STAFF ORIENTATION & PRE-SERVICE PROGRAM

AUGUST 1974

Issued by P. Jaffray, Staff Development Officer
July 31, 1974

ORIENTATION PROGRAM   EXIT

STYROFOAM

TM

Distribution

New Academic Staff
Staff Development Committee
Orientation & Pre-Service Program File (2 copies)

GRANT MacEWAN COMMUNITY COLLEGE

STAFF DEVELOPMENT DEPARTMENT

NEW ACADEMIC STAFF ORIENTATION & PRE-SERVICE PROGRAM

DAY 1 - WEDNESDAY AUGUST 7, 1974

PLACE	TIME	ACTIVITY
Cromdale Room 117	9:00 a.m.	1. Welcome by Bob Leong, Dean of Administrative Affairs. 2. Introductions of Staff and Participants. 3. Explanation of College Organization, including an outline of the Divisions--Bob Leong.
	10:00 a.m.	Coffee & Mixer
	10:30 a.m.	History, Philosophy & Aims of G.M.C.C. including how it differs from other institutions. Hy Sheinin, Director of Continuing Education Division.
	11:00 a.m.	Panel on the Roles & Responsibilities of the Various College Constituencies. Jens Anderson (Student) Caterina LoVerso (Faculty) Edward Stack (Chairman of the Board of Governors) Clark Tingley (Administration)
Cromdale Cafeteria	12:15 p.m.	Hosted luncheon (courtesy of the Staff Development Committee)
Cromdale Room 117	1:30 p.m.	Reaction to Panel by New Staff
	2:30 p.m.	Coffee

PLACE	TIME	ACTIVITY
	2:45 p.m.	Distribution of Orientation Materials--P. Jaffray
	3:00 p.m.	Employee Benefits, Documentation, Pay Periods, etc., Bob Lilge representing Personnel.
	3:30 p.m.	Buildings and Grounds, Andi Pallas.

DAY 2 - MONDAY, AUGUST 12

Old Scona Room 313	9:00 a.m.	1. Welcome by Clark Tingley, Director of Applied Science Division & of the Old Scona Campus. 2. Introduction of participants & staff present on campus.
	9:30 a.m. 10:00 a.m. 11:00 a.m.	The Community College Student 1. View videotape of interviews with GMCC students discussing their backgrounds, age, present situation, goals, plans or expectations, etc. 2. Small group discussions of several everyday teaching type problems arising from the diversity of student backgrounds. Coffee will be available. 3. Panel of current faculty members responding to the above problems. Connie Land, Caterina LoVerso, Donna Mitchell, Gordon Nicholson & Barry Olsen.

212

PLACE	TIME	ACTIVITY
Strathcona Legion or your choice.	12:00 noon	Non-Hosted lunch. Participants are free to bing a lunch or eat at a local restaurant. There is reserved space at the Strathcona Legion, 10416 - 81 St. so all participants could eat together as a group.
Old Scona Room 313	1:15 p.m.	How GMCC is Set Up as an Institution to Handle the Diversity Aspect. Panel discussion with (a) Bill Pierce & Karl Homann of Student Study Services, (b) Ms. M. Kay Puil & Blake Ford of Student Affairs, (c) Mark McPhee, Chairman of the Student Association.
Old Scona East Lawn	5:00 - ?	Steak Barbeque with all the trimmings. This social function will give you an opportunity to meet resource persons & some members of the Staff Development Committee.

· DAY 3 - TUESDAY, AUGUST 13

Assumption Room 305	9:00 a.m.	Welcome by Dr. T. Flannigan, Director of the Academic Division & of the Assumption Campus.
	9:30 a.m.	Learning Resource Centres & Audio-Visual Workshop. An orientation to the GMCC LRC's will be provided & then a hands-on workshop on AV will follow. Memo: Please bring a book or lined diagram from which you might like to project a diagram on a screen. The session will be conducted by Ross Hotson, Peter Brown, Lorraine Wilson of LRC and by Marilyn Heuman of the faculty. Coffee will be available around 10:15 a.m.

PLACE	TIME	ACTIVITY
	12:00 Noon	Hosted Luncheon
	1:00 p.m.	<u>The College Employee</u> 1. Panel on Individual Performance Expectations. Members will discuss their perceptions of the role of the teacher & how they see this role being optimized. Panel members are: Ian Fennel (Student) Dr. T. Flannigan (Divisional Director) President, John L. Haar Steve Kashuba (Dept. Chairman) Brent Yeats ' (Faculty) ⌒⌒⌒⌒ (⌒⌒)
	2:00 p.m.	2. Discussion on Panel
	3:00 p.m.	Coffee
	3:15 p.m.	<u>Staff Development</u> - what is it, where does it stand at GMCC. Role of the Staff Development Officer, P. Jaffray.
	3:45 p.m.	<u>Faculty Association</u> - Karl Homann, Chairman of the Faculty Association.
		MEMO: Would you please read your Mager & Treasury of Teaching Technique Books and also the handouts on the GMCC Grading System before 9:00 a.m. Thursday. Also, would you please remember to bring the course description, textbook, reference books, etc. on Thursday.

DAY 4 THURSDAY, AUGUST 15

PLACE	TIME	ACTIVITY
Jasper Place Room 207	9:00 a.m.	Welcome to ____ by Hy Sheinin, Director of ____ nuing Education
	9:30 a.m.	Curriculum & ____ tional Planning (a) Organizing ____ ter's work into a course. ____ description textbooks & ref____ ____ will be used in th____ ____ (b) Resources ave____ ____ P.S. Jaffray will ____ ____ this workshop. Note that for ____ w-up "help sessions" will be ____ red between August 16 and 20
	11:00 a.m.	GMCC Grading System. Peter St____ wart, Chairman of Project Development Department.
Saxony Motor Hotel or your choice.	12:00 Noon	Non-hosted lunch. Table reservations for the group have been made at the Saxony Motor Hotel, 156 St. and Stony Plain Rd. Smorgasbord costs $2.50.
Jasper Place Room 207 for meeting & coffee. Rooms 110,112 & 202 will be used for sub-group activities.	1:15 p.m.	Teaching Methodologies. The group will sub-divide according to interests. Barry Olsen will conduct a session on group methods of instruction. Sessions on the lecture, simulation methods & the Don Stewart method will be offered as resources permit.
Jasper Place Room 207	3:00 p.m.	Coffee

PLACE	TIME	ACTIVITY
	3:15 p.m.	Presentation & Workshop on Writing Objectives by P. Jaffray.

DAY 5 WEDNESDAY AUGUST 28

PLACE	TIME	ACTIVITY
Cromdale Room 117	9:00 a.m.	Introduction of Resource Persons & of day's activities. Formation of sub-groups. Karl Homann, Donna Mitchell, Pat Pickets & Jennie Wilting have agreed to act as facilitators for the sub-groups.
Cromdale Rooms 102, 108 125 & 139	9:30 a.m.	Discussions in small resource groups to help iron out any difficulties being encountered.
Cromdale Room 117	10:45 a.m.	Coffee
Cromdale Rooms 102, 125 & 139 will be equipped for videotaping	11:00 a.m.	Practice microteaching experiences in sub-groups. Videotaping will be available so that each new teacher can get feedback. Playback & immediate erasure stations will be set up in the LRC throughout the day and also on Thursday, Aug. 29th.
Your choice	12:00 Noon	Break for lunch as convenient.

PLACE	TIME	ACTIVITY
Cromdale Rooms 102, 125 & 139, same as for morning.	After Lunch--?	Practice microteaching experiences continued. All group members should have an opportunity to give a practice lesson while being videotaped.
Location to be announced	7:30 p.m. - Midnight	Social Evening. This will be the big social event of the Orientation Program for you & your spouse or friend. Keep your calendar clear! More details later.

217

Please hand or
mail to Staff   DAILY PROGRAM EVALUATION SHEET
Development Officer,
Old Scona Campus   DATE:
_____

WHAT DID YOU LIKE ABOUT TODAY'S SESSION?

_____

WHAT DID YOU NOT LIKE ABOUT TODAY'S SESSION?

_____

WHAT MODIFICATIONS AND/OR IMPROVEMENTS WOULD YOU SUGGEST
TO MAKE THE SESSIONS MORE MEANINGFUL TO YOU?

                         Signature _____

                                      (Optional)

If space provided is insufficient for your answers please
use the obverse side of this sheet.

SD5

APPENDIX G

STAFF DEVELOPMENT ACTIVITIES
MOUNT ROYAL COLLEGE

1972-75

APPENDIX   G

STAFF DEVELOPMENT ACTIVITIES
MOUNT ROYAL COLLEGE
1972-75

Examples of Staff Development Activities, Mount Royal College, 1972-75

1. New Staff Orientation Program - annual

    - Two-day to one-week program organized and operated jointly
      by administration and department heads.

2. Workshops and Seminars

              - Annual two-day Professional Development Conference
      1973   - "College Goals" - Lincoln Park Campus
      1974   - "Aims and Objectives of Mount Royal College - Banff
      1975   - "Strengths and Weaknesses of the Instructionsl
                   System - Banff

3. Professional Growth Activities - sample list

    1973/74:

    (a) Air Canada New-Hire Pilot Training Ground School - August-
                                                September, 1973
    (b) Conference on Child Welfare - September, 1973
    (c) AMPEX Video Institute - October, 1973
    (d) Conference on Teaching English to Speakers of Other
             Languages - February, 1974
    (e) NIKON (Camera) School - March, 1974
    (f) Instructional Design Workshop - March, 1974

    1974/75:

    (a) AMPEX Training Workshop - November, 1974
    (b) Workshop on Teaching Writing - March, 1975
    (c) NACDA Facilities Workshop - March, 1975
    (d) Alberta Association for College Administrators - May, 1975
    (e) Health Care Education Workshop - June, 1975
    (f) Fifth International Institute on the Community College -
                                                June, 1975

    (g) Transactional Analysis Workshop - June, 1975

APPENDIX H

INTERVIEW SCHEDULE

APPENDIX II

INTERVIEW SCHEDULE

Introduction: Self.   Thesis Topic, Staff Development.

Questions:

1. What does staff development or in-service education mean to you?
    What types of activities does staff development include?

2. How are you involved in staff development in this college?

3. Why are you involved? What role do you play in the initiation,
    development, and implementation of staff development at this college?

4. What needs do you think have been or are being met by the various
    staff development activities here? Can you give me some specific
    examples?

5. Who has been responsible for the organization, that is, initiation,
    development, and implementation of the various staff development
    activities here? Has this varied with the type or purpose of the
    activity? If so, how?

6. What role has the Faculty Association played in the initiation,
    development, and implementation of the various   ff development
    programs? Can you give some specific exampl

7. What role has the college administration - Pi   Deans,
    Department Heads, etc., played in the initiation   staff develop-
    ment activities here? Do you think staff development here would
    cease or be greatly reduced if administration did not promote it?

8. For which of the various staff development activities you have
    identified was attendance of all staff required?

9. What type of staff development activities   you think are most
    useful or important, and why?

10. How have the various staff development act   ties at the college
    been financed?

Thank you for your assistance.