

ANALYSIS OF STAFF DEVELOPMENT ACTIVITIES
OF TULSA JUNIOR COLLEGE EMPLOYEES

By

JEAN L. THORNBRUGH

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Thesis Approved:

Robert C. Wicklen

Thesis Adviser

Clyde B. Knight

Robert E. Noan

Norman N. Dunham

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Standard Five of the Southern Association of Colleges and Schools for the accreditation process refers to the staff component of a study as: "Selecting, developing, and retaining a staff which is competent to meet the purposes of the institution is of utmost importance to the success of the institution" (Stoodley, 1983, p. 52).

Stoodley (1983) addressed Professional Growth as regards staff in this excerpt:

The continued success of any institution is dependent on the professional growth of the instructional staff. In order to provide for such growth, the institution should encourage individuals to upgrade continually their occupational competencies and educational knowledge. Illustrations of such encouragement are as follows:

- a. Provide an in-service program with required attendance by instructional staff.
- b. Provide the opportunity for occupational upgrading by periodic 'on-the-job' work experience in each occupation.
- c. Provide for periodic formal professional training (pp. 52 - 53).

It is on this belief that this study began.

One of the concerns reported from the on-site visitation team of Tulsa Junior College's 1978 Self Study was staff development. The team reported that although

Tulsa Junior College (TJC) had:

developed a significant variety of opportunities for staff renewal and revitalization, . . . the essential purpose and focus of evaluation efforts is not clear to administration or faculty (p. 45).

Their report further stated that "While a number of staff development opportunities exist, there is no framework, structure, or philosophical foundation associated with these opportunities" (Tulsa Junior College, 1982, p. 45).

A goal of Tulsa Junior College, as stated in their 1982 Focus Self Study Report to the North Central Association of Colleges and Schools, was to "encourage the individual to take the initiative for his/her own professional growth and for the staff development programs to be proactive rather than reactive." In this way, "stagnation and obsolescence should not become a problem for the college." Staff development programs and activities are offered annually at Tulsa Junior College. As the time approached for the 1988 Self Study, the need for this study became self-evident. It became the goal of the Staff Development subcommittee to determine if the institution had accomplished what it set out to do in 1982.

This study was accomplished through the efforts of the Organizational and Staff Development subcommittee for Tulsa Junior College's 1988 Self Study process for reaccreditation.

Problem

The problem was a lack of information about effectiveness of current staff development programs and activities, and the extent Tulsa Junior College employees had taken the initiative for their own professional growth in the years 1983-1987.

Purpose

The purpose of this study was two fold:

1. To assess TJC employees' participation in staff development activities for the five year period following the 1982 Focus Study Report (1983-1987) from the perspectives of:

- (a) Fulltime faculty
- (b) Part-time faculty (credit courses)
- (c) Part-time faculty (non-credit courses/Special Programs)
- (d) Professional Support Staff, and
- (e) Classified Staff.

2. To determine the extent TJC employees had demonstrated initiative for their own professional growth by participating in in-house staff development activities and external staff development opportunities in the years 1983-1987.

Objectives

To accomplished this purpose, the following objectives had to be attained:

1. To identify and rank order the staff development activities in which fulltime faculty, part-time faculty (credit courses), part-time faculty (non-credit/Special Programs), classified staff, professional support staff, and administrators participated in the past five years (1983-1987).

2. To analyze findings to discover:

- (a) The mean number of times each employee participated in staff development activities

- (b) The mean percent of hours of participation in staff development activities that enhanced professional development, will lead or led to a role change or salary increase.

- (c) The mean percent of hours of participation in staff development activities conducted during normal working hours as compared to those conducted outside the normal working hours.

- (d) The mean percent of hours of participation in staff development activities funded by personal finances, and

- (e) Those staff development activities that enhanced professional development, will lead or led to a role change and/or salary increase.

3. To determine the extent staff development participation directly correlated to:

- (a) Level of education
- (b) Total years teaching experience
- (c) Total years teaching experience at community college level
- (d) Total years of administrative experience
- (e) Total years of employment at Tulsa Junior College
- (f) Employment classification, and
- (g) Campus location.

4. To determine whether or not Tulsa Junior College employees perceived the staff development program and activities offered by Tulsa Junior College provided effective and meaningful opportunities for their professional growth.

Scope

1. The population surveyed in this study was limited to TJC's fulltime faculty, adjunct faculty (credited courses), adjunct faculty (non-credited/Special Programs), fulltime classified staff, professional support staff, and administrators employed at TJC in January, 1988.

2. A period of five years (1983-1987 was selected and used in this study as it reflected the interim period from the 1982 Focus Study to 1988. The Staff Development subcommittee felt many years differed in amounts of funding

available and allocations to such areas as travel expenses and in-service programs. Due to the change from year-to-year in funding, it was felt that the staff members could easily and accurately recall how many times he/she had attended such activities as area chapter conferences, national conferences, seminars, and conventions within this five year time frame.

Limitations

The five year period (1983-1987) used in the study was necessary to properly assess the interim period from the 1982 Focus Study to 1988. However, seven percent of the survey respondents indicated their concerns with the five year span. It was pointed out that one year was difficult to recall all staff development activities in which they had participated--much less five years. The researcher recognized this limitation but, it was felt the five year span legitimized the reason for conducting this study.

CHAPTER II

REVIEW OF LITERATURE

Overview

The following review of literature offers the reader a look at the past, present, and future concerns of staff development.

Hammons (1979) refers to some limitations that retarded effective staff development experienced by community colleges in the past. These included such factors as:

- Lack of preprofessional and preservice programs or inadequate existing programs resulted in many staff members who were not prepared to work in the community college setting.

- Few community colleges developed effective inservice programs due to an initial lack of staff preparation.

- Competition for limited tax dollars and growing public demands for accountability led to a need for increased effectiveness.

- A decline in birth rate and decreasing enrollments led to low staff turnover realizing that needed changes would come about through efforts of present staff.

- Failure to realize that the future of community colleges depends on the staff's ability to adapt a dynamic

environment.

Hammons recounts specific factors concerning faculty as:

- Technological advances were experienced in instruction hardware and software including computers, tape cassettes, and video cassettes. Many faculty were unaware of these developments and their potential in the learning situation.

- Faculty increasingly became aware of inability to cope with needs of "high risk" students now enrolled in community colleges.

- The trend of redefining the "traditional" student and the marketing of institutions became increasingly apparent. Academic subjects were becoming available to students in the stores, in the prisons, and in the factories thus redefining the role of faculty as well.

Hammons highlights some special concerns for managers:

- Few community college managers are skilled in the "science" of management.

- Managers are beginning to realize the need to be skilled in the arts of planning, implementing, and evaluating change.

- The increasing impact of court decisions, collective bargaining, and state and federal regulations on institutional governance require managers to understand those implications and develop coping strategies.

- Relatively high turnover rates affect management.

Replacements are often hired within the institution from faculty positions, and management training is needed to develop these 'would be' managers.

Added to these factors are related developments in the field including:

- The Educational Professional Development Act (EPDA) made available small grants in the \$15,000 - \$60,000 range for faculty development activities--followed by Title III.

- Through the efforts of John Roueche, thousands of faculty were exposed to the writing of instructional objectives, criterion referenced evaluation, mastery learning, and individualized instruction.

- Six different journals were devoted by 1976 to the community college which has improved communication within the junior college world.

Staff Development in Community Colleges

The goal of educational institutions is primarily training and instructing students. Community Colleges are no exception. "During the decade of the 1950's and 1960's, the focus in education was on student development" (Hekimian, 1984, p. 3). Since growth was occurring at a phenomenal rate, many community colleges were guilty of a delayed reaction of focusing on staff development as a means of responding to such problems at hand as:

- Heavy demands of new students
- Rapid changes in technology and the need for the

institutions to bounce back instead of reeling from the dynamic changes taking place (Hekimian, 1984).

O'Banion (1976) reported an increase of 61% in the number of two year colleges, 271% increase in community college students, and 327% increase in community college staff during the decade between 1960 and 1970.

The lack of training of new personnel, who were rarely trained to teach, presented a new problem. They were "generally schooled in the baccalaureate system, experienced high school teachers, skilled tradesmen, graduate assistants, and part-time teachers who sought extra income or entrance to the field" (Cooper, 1981, p.1).

Predictions for the seventies included staff personnel who provided leadership, developed quality programs, and encouraged participation toward key figures at the community college level (O'Banion, 1972). O'Banion pointed out that inservice training had suffered from low status and poor financial backing (O'Banion, 1972). The seventies proved to be a stabilizing period--one in which many community colleges began to reflect upon the efforts of the rapid growth (Miller, 1985).

In 1973 the AACJC assembled to discuss staff development and made this finding:

We recognize that community junior colleges, perhaps more than any other segment of the educational community, are obliged to respond to the iron imperatives of a period in which our whole society must learn to manage change in increasing scarcity with imagination, ingenuity, and--we hope--with some modicum of grace. Such management of change in our colleges must begin

with our staff who, by their skill and their example, may help our students learn what is needful for them" (O'Banion, 1976, p. 26).

O'Banion believed that during the seventies, although every community college offered staff development activities, few developed programs that were organized, purposeful, or even attempted to provide personal and professional growth for all staff members (O'Banion, 1976). The National Advisory Council concurred with O'Banion citing this finding on its report to the Congress of People for the People's College:

While there are some promising programs currently available in the university and the community-junior colleges, programs for pre-service and in-service education are mostly non-existent, or inappropriate where they do exist (O'Banion, 1976, p. 26).

Some major effects experienced by institutions of higher learning, as noted by Sorcinelli (1986) and Miller (1985), included:

- Limited resources
- Reduction in staff mobility, and
- Declining enrollment, or at the very least, a changing enrollment pattern.

These important effects caused the community college to change its emphasis in staff development from new orientations to one guarding against stagnation.

Community colleges began to question:

- Current policies in staff development
- How do faculty view their future in academia
- How do they set goals
- What are those goals
- How seriously do they think about career changes? (Sorcinelli, 1986, p. 9).

The staff of the community colleges can be said to represent the most significant and largest capital investment. It is in the wake of this enlightenment that community colleges recognized that their quality depends on the vitality of the faculty they employ. Since it is the faculty who ultimately carry out the mission of the college, they are the resources for accomplishing the goals and determining instructional effectiveness of an institution (Valek, 1986).

Roueché (1982) sums up the situation of staff development all too often prevalent at certain colleges: "Staff Development in community colleges has often seemed to be equivalent to the overly energetic puppy nipping at the heels of its master--noticed but basically overlooked" (p. 28).

Watts and Hammons (1980) reported that rather than a decline in interest of staff development activities, a continued interest prevailed as the 80's began. Two national organizations have formed to that end, increases of publications have grown exponentially, and two university directed institutes have been established for professional development.

What Constitutes Staff Development and Why Is It Important?

Which activities most effectively foster faculty vitality? This is a question many institutions ask

themselves in preparation of staff development programs to demonstrate concern for their faculty members and professional growth even in a time of retrenchment (Valek, 1986).

One problem is the lack of consensus as to the definition of staff development. This is partly due to the difference of focus staff development can take from community college to community college. Staff Development can be defined many ways such as: The total development of a faculty member--as a person, as a professional, and as a member of the academic community (cited in Eison, 1986, p. 61), and . . . activities which provide structures, experiences, and incentives for the enrichment of all college staff, thereby enabling them to better meet the needs of the students (Banks, 1986).

Collin (1978) cited one critical resource for change in most organizations was its staff. He reported that this resource was even more important to labor intensive organizations such as community colleges. It was felt the importance resulted from the staff being the most important resource capable of coping with changes in its environment to remain viable and dynamic.

Collin (1978) cites Hewett (1972) when discussing the various definitions existing for staff development: "Everybody is in favor of it but nobody has clearly indicated what they mean by it" (p. 41).

Collin (1978) offered his opinion that staff

development was best used synonymously with in-service education and many other terms that described job-related educational activities experienced while on-the-job.

Miller (1985) cited these references when defining staff development:

Staff development generally referred to development of all college employees including faculty, administrators, and support staff. Barwick (1980) described staff development as the continued growth of people who worked for a college. O'Banion (1974), Ralph (1973) and R.C. Richardson (1975) viewed staff development as a program that was deliberately and carefully planned to help all staff members in the community college to experience their full potential. They saw staff development as all planned activities which were designed to renew, expand, and improve the abilities, skills, and knowledge of those who participated. Both of these descriptions emphasized the personal growth of the individual staff member (p. 17).

This source sums it up best:

Staff development. Inservice education. Personnel development. Continuing education. Professional development. Recurrent education. Staff renewal. Regardless of the name used, the purpose of these efforts is the same: the training, upgrading, and fine tuning of staff (Provide a Staff Development Program, 1983, p. 9).

For the purpose of this study, the following definition of staff development was agreed upon by the Tulsa Junior College subcommittee convened to study the institution's staff development activities and programs for the 1988 reaccreditation process and borrowed from Cooper (1981).

Staff Development is defined to include three areas of content focus--personal, program/instruction, and organizational development. Staff Development then are planned activities within Tulsa Junior College which are designed to have the potential for improving individual performance, program effectiveness, or the

organizational environment and its achievement of goals. It is further defined as activities falling under the areas of:

(1) PERSONAL DEVELOPMENT is defined as those activities which focus upon the individual employee--instructional or non-instructional personnel--in an attempt to improve or add to his/her knowledge, interpersonal skills, technical skills, or attitudes. This term is often interchanged with faculty and staff development.

(2) PROGRAM DEVELOPMENT is defined as those activities designed to maintain and improve upon curricular, instructional, or functional units within the college. It places primary focus upon the improvement of the delivery of instructional and non-instructional services throughout the college.

(3) ORGANIZATIONAL DEVELOPMENT is defined as the planned activities which address the college's structure and its environment (climate) to provide for change in operations or staff relations to carry out its mission(s) or assume new missions (p. 7).

Although there may not be a consensus on what constitutes staff development, there seems to be a general agreement as to the importance of it at the community college level:

Community and technical colleges have been instrumental in assisting business and industry with the nation's human resource and economic development but remiss in responding to their own human resources needs (Bender, 1984, p. 10).

DeHart (1982) envisions a day when faculty and staff begin to look forward to Monday in response to an institutions' effort to provide a healthy development program. He notes:

Staff development has been too narrowly conceived in the past. If it is to survive during the turbulent 1980's, it must be redefined so that it makes a stronger contribution to an emerging

critical concern: organizational vitality. The primary focus of staff development has been on reducing technical obsolescence because of rapid change that impacts almost everything that is happening in community colleges--and there should be continuing attention to that problem (p. 12).

Few experts in the field would disagree with DeHart's assessment of staff development in community colleges as it being the "time to broaden perspectives and address the larger issue of staff vitality" (DeHart, 1982, p. 12). He sums it up best by comparing faculty to other assets found on balance sheets. Unlike other assets the community college staff cannot be measured in terms of dollars and cents. It represents a quality measurement of success. DeHart stresses the importance of fostering growth and vitality to preserve and protect the institution's costly investment:

If the right environment can be created and preserved, the end result will be more satisfying and fuller lives, fewer frustrations, and reprisals, better institutions and greater contribution toward achieving a healthy society (DeHart, 1982, p. 15).

Determination of Staff Development Needs

Basic to all guidelines for organizing staff development programs is conducting a needs assessment. Many authors agree that needs assessments are essential (Hammons, 1978-B). Needs assessments can be described as the difference between the "real" and the "ideal" or "the gap between where one is and where one wants to be" (Hammons, 1978, p. 26). Also of importance is the magnitude

of the gap surveyed.

The assessment must include administrative views and support of the present level of staff development activities, organizational development, and professional as well as personal growth, and resources needed for allocation. Support from the president is critical indicating to the staff commitment from the top (O'Banion, 1982).

A needs assessment can be as simple as asking key personnel--administrators, teachers, advisory boards--for their opinions, or as complex as taking a survey of all staff members and students (Elam, 1986).

The review of literature dealing with needs assessments included these suggestions.

1. Institutions must recognize the importance of appointing a needs assessment committee (Elam, 1986).

2. Although instructors will be the major focus of needs assessments efforts, all staff should be included indicating an institutionwide commitment to staff development (Appraise Staff Development Needs, 1985).

3. Needs can be approached from top down or bottom up--both have limitations--either way a 'felt need' for the client group must be present for change to occur (Appraise Staff Development Needs, 1985).

4. General areas of need which are common to all positions are:

- a. General role-related needs

- b. Role-specific needs
- c. Organization-related needs
- d. Interpersonal needs
- e. Personal needs (Appraise Staff Development Needs, 1985)

5. Some needs assessment techniques and methods include:

- a. Overall survey
- b. Specific needs survey
- c. Self-assessment
- d. Supervisory or administrative determined
- e. Peer assessment
- f. Student assessment (Appraise Staff Development Needs, 1985)
- g. Results from some other surveys
- h. Direct Observation
- i. Interviews
- j. Individual contracts
- k. Nominal group techniques
- l. Modified Delphi technique
- m. Examination of job descriptions and roles of faculty members (Hammons, 1978-B)

6. Purposes of needs assessments include:

- a. Discovering discrepancy of needs
- b. Obtaining information from personnel on their perception of the nature and general direction of a staff development program

- c. Identifying strengths
- d. Gathering data to assist in writing proposals
(Hammons, 1978-B).

7. Pitfalls to avoid:

- a. Do not use just one method (Hammons, 1978-B)
- b. Do not plan a program primarily because "there is funding for it". Remember, there will be no involvement by those who are "assumed" to have the need.

8. Tips and suggestions

- a. Certain methods lend themselves more readily to sampling procedures (i.e., interviews)
- b. In designing surveys make sure the information you gather will address the questions you need answered
- c. Make instructions clear and concise and instruments easy to interpret
- d. Give consideration to how often a needs assessment should be conducted and how much time will be available to conduct the assessment (Hammons, 1978-B), and
- e. Send personalized invitations to attend workshops focusing on topics in which participants have expressed an interest (Eison, 1986).

The primary purpose of conducting a needs assessment is to ensure that your staff development efforts are designed

to meet the real needs of the staff (Appraise Staff Development Needs, 1985). Hammons (1978-B) points out that a needs assessment is only one of the essential components in planning staff development activities or programs.

Altman (cited by Eison, 1986), when offering tips for faculty developers, included this note:

Do not assume that you know best what faculty need or want; your efforts may be in vain! . . . most faculty will feel free to stay away in droves from those activities which do not meet their own perceived needs and interests (p. 65).

Staff development is only as successful as staff members perceive what is being learned meets their needs (Miller, 1979).

Fulltime Faculty Staff

Development Needs

Most human organizations that fall short of their goals do so not because of stupidity or faulty doctrines, but because of internal decay and rigidification. They grow stiff in the joints. They get in a rut. They go to seed (Miller and Verduin, 1979, p. 12).

Basically, the dividing sector between adjunct and fulltime staff development needs seems to center around the issues of:

- Obsolescence (staff members keeping up with changing technologies).
- Reduced mobility
- Rewards and incentives
- Competency ratings
- Involvement with business and industry

- Career questioning
- Lack of enthusiasm
- Accelerated demands for accountability
- Complacency

A study was conducted through the use of a special interest survey sent to all fulltime faculty at Southeast Missouri State University:

The design of the Special Interest Survey was predicated upon the assumption that an 'interest survey' would be of greater value than a 'needs assessment.' This view was based upon the belief that faculty respondents would be more likely to express a personal interest in a pedagogic technique or professional development topic than they would be to admit need for personal improvement in that same area.

. . . thus, highly skilled faculty members would hopefully check items within their areas of professional expertise. If a needs assessment approach were taken this would have been less likely to occur (Eison, 1986, p. 64).

The special interest survey results ranged from an 88 percent response on the topic "Encouraging Critical Thinking" to a 13 percent response for "Understanding student views about grades." These results point out that issues often sought by adjunct staff members such as "Designing Course Syllabi" and "Preparing Course Objectives" have already been exhausted for fulltime staff.

Results from another study conducted at a large state university reported these findings: "Career goals" and "research in their discipline" were listed as primary goals for faculty. Finding time was a major concern due to teaching load--need reduced loads, flexible staffing and

semesters off--were listed as possible solutions.

Staff development is necessary in creative institutions simply to provide opportunities for renewal for the weary and the worn out. Many faculty members who give great amounts of time and energy to the institution often get burned out . . . can become dull if there is no encouragement . . . (O'Banion, 1976, p. 28).

O'Banion went on to cite his belief that fulltime staff members needed updating in their discipline. He suggested one option, differing from the traditional approach of returning to the universities for summer sessions, might include bringing university professors and other consultants to their campuses to provide tailor-made information to meet special needs of the staff. He cited a continuing need to assist staff personnel to become attuned and stay attuned to the commitment and philosophy or mission of the community college. He summed it up best when he pointed out that creative institutions must respond to their faculty members' plight--the weary and the worn out--by providing them effective opportunities for renewal. Teachers can become dull if there is not encouragement for their growth, and a lack of recognition and rewards for excellence. Human beings must have opportunities for rejuvenations for creativity and commitment to continue at most levels in their lives.

O'Banion (1976) predicted by the end of the seventies staff development would emerge clearly as a major priority for community colleges. He felt by the end of the decade it would be imperative for community colleges to have developed

clear rationales for staff development programs and experimented with many approaches to help community college staff grow and develop.

Adams (1981) offered a three dimensional approach to staff development in the community college. He identified development aimed at the new employee dealing with orientation to the position and to the organization. He suggested that moving staff toward institutional goals and objectives was a form of staff development. His third dimension included staff development directed toward changing to meet new markets and technology advances.

Adjunct Faculty Staff Development

Needs

Part-time instructors accounted for 56 percent of the total number of faculty members in the two-year college as reported in the December, 1978, issue of the ERIC Junior College Resource Review. Even though they represented over half of the total faculty employed by community colleges, little information existed on the impact this segment of the instructional staff had on the quality of a college's educational program. One thing was certain: "Part-time instructors are still not given the same opportunities, support services, or responsibilities as their fulltime counterparts" (ERIC Junior College Resource Review, 1978, p. 3).

Why do community colleges hire adjunct staff? This is

easy to answer. Advantages were cited by Phillips (1984). Plainly stated, adjunct faculty: (1) Cost less-primarily because they are paid per contact hour with no company paid benefits, and provided little or no office space or clerical assistance. (2) Have and require fewer commitments from the institution. (3) Are well motivated. (4) Are often more knowledgeable due to working fulltime in the field. (5) Serve as a talent bank. (6) Appreciate part-time students. (7) Are rarely unionized. (8) Serve as good community public relations resources.

Pedras (1985) reported that most part-time faculty are employed for their professional competence, and they may lack pedagogical training.

Phillips (1984) cited these needs of the part-timer as: "(1) Need for stability, (2) Need for provision for illness, (3) Desire to be needed, wanted, loved, and (4) Need a place to 'hang his hat'" (p. 1).

Phillips (1984) suggested that most part-timers want to teach college because of pride in self and in the institution. He projected that the adjunct staff member knows he "can do a good job of teaching" (p. 5).

Pedras (1985) reported in the survey he conducted at Clark County Community College in North Las Vegas, Nevada, results that indicated these categories of need be addressed through staff development curriculum. They were ranked ordered by respondents as: "(1) Mission of the community college, (2) Instructional development and delivery, (3)

Legal aspects of education, and (4) Classroom and lab management of education" (p. 6).

Added to these categories are the following offered by Parsons (1985, p. 27): "(1) Characteristics of students and motivation techniques, and (2) Testing techniques for student assessment."

In Long's (1978) dissertation, the author cited results from his study revealing that part-timers ranked as the most important development need--the need to keep abreast of new discipline developments along with gaining a greater knowledge base.

Special needs assessments have been designed for part-time staff members at community colleges which are tailored to their specific interests. A combination of two types was used in Long's research. Hammons (1978-B) also included a staff development program questionnaire suitable for adjunct staff.

Hammons offered some suggestions when ascertaining needs of the adjunct staff since historically their response rate to surveys has been "so low as to be useless" (p. 39). Techniques to employ in this regard are: (1) Preservice interviews, (2) Direct observations, (3) Faculty evaluation by immediate supervisor, (4) Clearly defined adjunct job descriptions, and (5) Individual contracts.

A Better Way

Specific incentives to enhance participation in staff

development activities for adjunct staff were reported by Pedras (1985).

1. Strong promotions and marketing of staff development activities explaining benefits to part-timers.
2. Coordinated mentor system linking fulltime to part-time faculty directly.
3. In-house university credit arranged for participants.
4. Salary increases.
5. Priority in teaching assignments.
6. Voluntary community participation, leadership, and responsibilities.

Long (1978) reported fringe benefits and merit pay as two hygiene factors that were the most important incentives to adjunct staff.

Hammons (1978-B) adds that the number of staff development activities offered to fulltime staff be open to adjunct staff as well.

Parsons (1985, p. 27) stated that adjunct staff, "cannot realize their potential when functioning in isolation; they must be part of a comprehensive delivery system."

Other suggestions offered by Hammons (1978-B) included: (1) Publication of a handbook for adjunct faculty with information on policies and procedures, and (2) Care taken by the institutions that it is sincerely interested in their work.

Hammons cited an instance at Burlington County College in New Jersey of an incentive proving to be a resounding success as regards payment of adjunct faculty to attend programs. The institution offered to pay travel expenses plus \$15 for attendance and the part-time faculty "responded enthusiastically and the effect of in-service training increased dramatically" (p. 42).

Logistics can prove to be a problem affecting adjunct participation in staff development activities because these faculty members are generally employed fulltime in business and industry and teach during the evening hours at the community college. Pedras (1985) offered some strategies for the logistics problem including:

1. Offering on-campus short-term workshops--allowing adjunct staff to select most convenient times.
2. Providing staff development activities scheduled during semester breaks or on weekends.
3. Selecting the months of August, September, and January for conducting training since they are typically the most convenient months for adjunct staff.
4. Limiting the longest duration of any single workshop to one half day--certainly no longer than a full day at the very most.

Staff Development Evaluation and Program Assessment

Assessing the process and the product--Program

Assessment and Staff Development Evaluation--are the indicators of success and produce forms for measurement. Editors of Training and Development magazine have concluded that this process is the hardest part of a trainer's job. Elam (1986) projects this is true for school systems as well. He contends that:

After you have convinced your school board to spend the money to create the program and have convinced teachers and administrators to take part in inservice training, you must determine whether these actions have changed the way teachers teach, students learn, and administrators lead (p. 75).

Although many people believe the evaluation of a program culminates when teachers fill out forms indicating their likes and dislikes of an inservice activity, this type of evaluation does not really tell us anything about the "effect of the training program." We must recognize when we are evaluating the process versus the product. In other words, did faculty learn information that was applicable in the classroom--that is evaluating the product. Gaizo (cited in Elam, 1986), described four levels of evaluation affecting inservice training programs as being:

- Level 1. Did participants like the program?
 - Level 2. Did participants learn the skill?
 - Level 3. Did participants use the skills on the job?
 - Level 4. Did the program affect the bottom line
- (p. 76).

These levels of evaluation from Gaizo are not far removed from Kirkpatrick's model of program evaluation. Both indicate a need for different kinds of evaluation to properly assess a program's success.

Hammons (1983, p. 3) points out that his studies with Gordon Watts concerning evaluations of staff development programs indicated that "when evaluation actually assessed the program it rarely went beyond the lowest level of evaluation--a 'knee-jerk' evaluation." He felt evaluation beyond this level was relatively nonexistent because they failed to gather data about the actual "results of staff development activity for the individuals or the college involved."

Smith (1980) contemplates a situation worse than evaluating a program at a lower level--no evaluation at all. His studies reflected 42 percent of the respondents indicated that their programs had not been evaluated at all. This finding confirmed the same percentage that Centra found for community college programs three years prior to Smith's study. In "Provide a Staff Development Program" (1983) this source identifies two types of evaluations needed to properly assess if staff needs have been met.

Formative Evaluation - The purpose of which is to improve the staff development program as it is 'in process' to indicate areas that could benefit from 'mid-stream corrections' (i.e., 'Is the program operating in accord with its objectives?' and 'What are the strengths and weaknesses?' or 'What can be done to improve this program?').

Summative Evaluation - Conducted to ascertain the overall worth of the program activities and to assess the impact of the total staff development program (i.e., 'How well were objectives met?' and 'How cost-effective was the program?') (Provide a Staff Development Program, 1983, p. 36).

Miller and Verduin (1979) suggested considering:

. . . the following criteria for determining priorities:

1. Proposed program cost
2. Amount of needed time for a program
3. Importance of a program to management
4. Number of staff members affected
5. Needed facilities and resources for program delivery
6. Skills needed by the organization
7. Importance of the program to the staff member's career
8. Extent to which need is indicated (p. 67).

The goal of conducting sound evaluation processes is to assure that program evaluation is carefully delineated and instruments designed accordingly to effect a creative staff development program that is attuned to the professional growth needs of staff members (Provide a Staff Development Program, 1983).

Smith (1980) proposed that an alarmingly large number of staff development programs still have not been evaluated; and, as a result, he pointed out the need for sophisticated evaluation designs dealing with such issues as accountability and the actual effects of various development activities.

Strategies for Effective Staff Development

Critical Elements

Many factors need to be considered before launching a campaign of professional development. They include the:

1. Awareness of resources and strategies available recognizing realistic time frames available, and financial accessibility and feasibility.

2. Determination of appropriate tools within the context of the particular environment and skill level to:

- (a) strengthen weak points, (b) maintain strengths, and
- (c) expand interests and abilities.

In "Plan for Your Professional Development" (1983) some traditional approaches were outlined.

1. Participating in traditional course work and training programs (e.g., inservice workshops, seminars, graduate courses, conferences).
2. Participating in professional and community organizations.
3. Reading and contributing to journals and other publications.
4. Attending and participating in conferences and conventions.
5. Attending lectures and presentations.
6. Visiting other professionals outside of the school.
7. Working with other professionals inside the school.
8. Using media resources (pp. 39-42).

Also included in this passage were some alternate strategies:

(1) Competency-based inservice education (focusing on specific skills staff need in order to perform effectively on the job--evaluating personnel's actual performance of the specified competencies),

(2) Externship--this deviates from traditional graduate, internship, and inservice training programs by combining a planned sequence of course work, directed field experience, and weekend seminars carried out while the participant remains in his/her present job,

(3) Internship--this differs from traditional approaches in its focus on combining academic studies with a planned,

extended field experience under the supervision of an on-the-job practitioner.

Collin (1978) suggested that a model for staff development should:

1. relate to one or more of the needs with which the organization is trying to cope.
2. focus upon one or more of the levels functioning in an organization.
3. operate according to one or more of the modes of organizational development, and
4. make use of one or more organizational change strategies (p. 32).

Collin suggested his model could be utilized in planning a staff development program or used as a framework for analyzing staff development programs.

Rewards and Incentives

Gass (1975) stated that:

Faculty members will change when:

- a. they have knowledge about alternative ways of behaving, such as information about alternative teaching-learning practices
- b. they have the belief that change is desirable
- c. they believe that they can change in the desired ways
- d. they receive non-threatening feedback about their own behavior
- e. they are praised, recognized, and rewarded for effectiveness and for improvement.

For faculty, this means the reward structure must recognize their development efforts or they will not long strive for improvement (p. 17).

Cooper (1981) defines personal rewards and incentives as:

The conditions or material compensations which encourage people to participate in or recognize their work in staff development such as promotions,

salary increases, employee awards and honors, release time, travel, stipends or special grants, personal growth, continuing education units (p. 11).

He further defines rewards and incentives for programs in that same passage as:

The payoffs or benefits to committing personnel time and resources to staff development at the program or unit level such as program growth, improved performance by students, staff, and faculty, recognition, commendations, etc. (p. 11).

Cooper then defines rewards and incentives for the organization as:

The tangible and intangible outcomes which encourage the college to enter into or maintain staff development such as internal-improved productivity, reduced turnover and greater exchange among personnel, external recognition by the community, accrediting agencies and associations (p. 11).

In his study at Lansing Community College, Cooper reported that rewards and incentives were viewed by many as affecting employee motivation.

Hammons (1979) proposed this list of incentives to encourage participation in staff development activities:

1. Travel funds to attend professional meetings, workshops, or visit other colleges.
2. Funded fellowships.
3. Short-term leaves (with or without pay), sabbaticals.
4. Tuition payment for graduate work.
5. Credit awarded toward promotion based on participation of staff development activities.
6. Copyright policy provided that encourages

development of innovative approaches to problems both in and out of the classroom.

7. Exchange program.

8. Support personnel, equipment, and supplies provided needed to facilitate needed staff efforts such as media production and computer assistance.

9. Employment of a fulltime person to facilitate the staff development effort.

10. Appraisal programs based on developmental rather than judgmental concerns.

Summary

A sound staff development program should, through its purpose, planning, and procedures, develop the best teaching-learning models for student development (Collin, 1978).

Duncan and McCombs (1982) suggested the recognition of adult life stages can create productive and effective opportunities for professional development. These authors proposed that if knowledge of the characteristics of life phases could be best utilized in planning staff development programs and activities, it would alert institutions of 'teachable moments' triggered by transitions or significant life events. They maintained, "knowledge could be applied in planning a comprehensive program for professional development appropriate to the needs of those in different life stages" (p. 27).

These authors recommended that institutions, by taking advantage of adults 'teachable moments', can encourage and effect growth. It is an integration of individual strengths and growth needs, and the institution's potential and growth needs.

Blake (1972) indicated that community-junior colleges must invest a suitable percentage of revenue to their R & D--staff development--to continue to meet current and future responsibilities. He suggests that only in this way can obsolescence be avoided and allow community colleges to remain relevant to society's needs.

Many feel, Hammons (1983) wrote in his article, "Staff development isn't enough," that there is little proof to validate positive results from staff development programs. He reported finding no instance of a program gathering data on actual results of staff development activities. His reasoning was based on the fact that the majority of staff development programs focused on only "ability"--one of three determinants of performance developed by Cummings and Schwab (cited in Hammons, 1983). The other two determinants are motivation and climate. Secondly, he suggested that staff development activities targeted only the individual as an object of change rather than other organizational components such as technologies, structures, and processes. Thirdly, he stated staff development activities neglect both internal climate and external environment within which organizations operate. Hammons further suggested that sole emphasis on

staff development can retard organizational development by reacting to pressures exerted by staff members with newly acquired skills. In essence, Hammons contends the fundamental reason why staff development is not enough and why it will fail is that the community college population expects too much from it. He cites such problems prevalent today in most institutions as:

1. Ineffective management styles/practices keeping organizations from reaching their goals.
2. Policies and procedures incompatible with organizational goals.
3. Inadequate and nonexistent goals.
4. Inappropriate organizational structure for future or present functions.
5. Lack of trust or openness.
6. Lack of planning or involvement in planning.
7. Imbalance of authority/responsibility.
8. Low motivational levels and apathy among members toward the organization.
9. Inadequate problem-solving capabilities.
10. No team work/disruptive competitiveness.

Hammons noted that more than developing staff was needed to solve these problems. Change is also needed in structure, climate, and development of the whole organization thus providing an opportunity to "achieve a synergistic effect, making the whole larger than, and perhaps better than, the sum of its parts" (Hammons, 1983,

pp. 6-7).

O'Banion (1976) summarized the rationale from a national perspective in this context:

If the community college is to grow in quality as it has in quantity; if the needs of minority groups are to be met; if the under-educated are to have a second chance; if the needs of business, industry, and government are to be provided for; if communities are to be given opportunities to explore, extend, and experience their hopes and dreams, then it is imperative that immediate and considerable attention be given to the educational needs of those who staff 'democracy's college'. For if the staff fails, the college fails. And, if this college fails, this democracy will be obliged, out of great travail, to generate other institutions to accomplish the proper work of the community college (p. 27).

CHAPTER III

OUTLINE OF PROCEDURES

Situation

This study began in January of 1987 through the Staff Development subcommittee's participation in TJC's 1988 Self Study for Reaccreditation. The major basis for the information gathered culminated in a survey conducted in January, 1988. This descriptive study was designed to assist Tulsa Junior College Staff Development Committees (college wide) in improving staff development participation because it was felt that more professionally active personnel would better serve their students and community.

Research Design

Descriptive research was selected because it allowed the researcher to obtain information on the current status of staff development activity participation by Tulsa Junior College employees and would provide the most useful analysis for the decision makers at Tulsa Junior College.

Population

The population described in this study encompasses Tulsa Junior College personnel employed during January,

1988. The following breakdown was based on TJC's September 30, 1987, personnel.

| | |
|--|-----|
| Fulltime faculty | 192 |
| Part-time faculty (credit courses) | 556 |
| Part-time faculty (noncredit courses/ special programs) | 148 |
| Professional staff | 82 |
| Classified staff/fulltime | 308 |

The total population surveyed and employed in January, 1988, was approximately 1,200.

Survey

A descriptive survey was utilized to gather data from TJC employees to determine the extent of participation in internal and external staff development activities.

This survey was modified from the Staff Development Analysis Survey utilized at 15 community colleges in Iowa (Miller, 1985). The instrument (of which the instrument in this study is a variation) designed by Miller in connection with his Master of Science thesis at Iowa State College was:

Pilot tested among 80 faculty members at Ellsworth Community College and interviews were conducted with the pilot tests subjects to identify needed modifications. Modifications were made to improve the clarity of the instrument (p. 39).

Miller's instrument was designed to reflect "a list of 25 staff development activities identified in selected literature" (p. 40).

A variation of Miller's survey was designed and

utilized in this study because it specifically addressed the areas needed for examination and assessment for this study applicable to Tulsa Junior College. It clearly distinguished between internal and external staff development activities to assess the extent of "individual initiative for professional growth." It also was designed to meet the objectives of this study. The instrument used in this study was revised by committee members at two committee meetings and at a Steering Committee by the two committee chairpersons of the combined Organizational and Staff Development subcommittee. Revisions were also made at the suggestion of two professors at Oklahoma State University, Stillwater, Oklahoma.

The survey enabled the researcher to:

1. Identify the type of staff development activities in which Tulsa Junior College employees participated.
2. Identify the number of times and the total number of hours spent during staff development participation by each Tulsa Junior College employee.
3. Identify correlations of demographic data to staff development activities.
4. Identify those staff development activities conducted during normal working hours.
5. Identify those staff development activities funded exclusively by personal finances.
6. Identify those staff development activities that enhanced professional development, will lead or led to a

role change, and/or salary increase.

The survey questionnaire utilized two open-ended questions to collect specific responses regarding Tulsa Junior College's staff development activities related to providing effective and meaningful opportunities for professional growth.

The results of the survey were analyzed to determine if Tulsa Junior College was providing effective opportunities for professional growth, as well as to determine the extent Tulsa Junior College employees were "taking the initiative for his/her own professional growth" through participation in staff development activities.

The survey was administered to all Tulsa Junior College personnel employed during January, 1988 (approximately 1,200 employees). This survey was conducted by the Organizational and Staff Development Subcommittee organized for the purpose of addressing organizational and staff development activities in preparation of Tulsa Junior College's 1988 Self Study for Reaccreditation with the North Central Association for Colleges and Schools. Surveys were returned to the Organizational and Staff Development Subcommittee for compilation. This researcher was then assigned the tasks of analyzing data and statistics preparation. A copy of the survey can be found in Appendix A.

Cover Letter Accompanying Survey

A copy of the cover letter accompanying the survey is

found in Appendix B. It was designed by the researcher to effect the greatest response rate possible by eliciting participation for the accreditation process and for the professional growth of each employee. This letter was signed by the President of the Faculty Association to enhance its credibility and encourage participation from all levels of personnel.

A copy of a letter sent to all Tulsa Junior College faculty and staff from the Co-Chairs of Tulsa Junior College's Self Study, making a special plea to cooperate in all of the surveys conducted as part of Tulsa Junior College's reaccreditation process, is found in Appendix C. It points out how the response rate of these surveys affect the validity of the results obtained and how employee's participation in these surveys will help Tulsa Junior College assess the institution success in performing its mission as a community college.

A short follow-up was sent to employees two weeks after the survey was distributed and is shown in Appendix D.

Statistical Methods

The instrument used in this study was composed of 25 staff development activities. Participants were asked to:

1. List number of times staff members had participated in each staff development activity in the past five years (1983-1987).
2. Estimate how many hours were spent on the listed

activities in the past five years (1983-1987).

3. Indicate if the activity was conducted exclusively during normal working hours.

4. Indicate if the activity was funded exclusively by personal finances.

5. Indicate if the activity enhanced professional development, will lead or led to a role change and/or salary increase.

The instrument included demographic data needed for further analysis. This respondent information section included: Highest Education Level Attained; Total Years of Teaching Experience; Total Years of Teaching Experience at the Community College Level; Total Years of Administrative or Professional Staff Experience; Total Years of Employment at Tulsa Junior College; Tulsa Junior College Employment Classification; and Tulsa Junior College Campus Location.

Descriptive statistics such as count, percentages, and means were determined to be the most effective statistical tools to measure the data gathered through this study. Means were computed for the number of times and the number of hours spent on each staff development activity. Sums of the means were computed for the number of hours of staff development participation. Sums of the means were also calculated for the percentages of staff development hours:

- a. Conducted during normal working hours
- b. Funded by personal finances
- c. Enhanced professional development, leading to or

led to a role change and/or salary increase.

Continuous variable comparisons among all respondent demographic information was deemed appropriate for this study. The objective of utilizing this statistical method was to assist in comparing actual hours of staff development participation to expected hours of staff development participation. The expected hours were based on the use of percentages calculated from the total respondent count. In essence, rather than grouping all staff development activities together, separating the data collected by respondents for each demographic variable allowed the institution to identify which employee groups were participating as expected versus those who were either over or under participating compared to the expected hours of participation. This information allowed the college to identify groups neglected in staff development activities.

CHAPTER IV

RESULTS

Findings Related to Survey

Questions 1-25

The purpose of this study was two-fold: (1) To assess Tulsa Junior College employee's participation in staff development activities for the five year period following the 1982 Focus Study Report (1983-1987) from the perspectives of all its employees. (2) To determine the extent Tulsa Junior College employees had demonstrated initiative for their own professional growth by participating in in-house staff development activities and external staff development opportunities in the years 1983-1987.

Although 247 survey were returned from the population of 1,200 representing a 21 percent return rate, only 225 contained useable data for computer input for questions 1-25 on the survey. Incomplete data for questions one to 25 were disregarded, and only valid information was entered from the 225 respondents.

Seventeen respondents cited specific problems associated with the survey instrument representing seven percent of the total respondent population. Many of these

remarks dealt specifically with the five year time frame already cited as a limitation to the study. Other remarks addressed some areas as being vague and constructed more for faculty and administrative staff than for classified employees. Since seven percent was not significant to the study results and because the complaints were varied in nature, a decision was made to retain all 25 categories in the analysis of study.

Recommendations were made in Chapter V of this study regarding survey difficulties for future research in this area.

Continuous variable analysis of staff development participation were made of all demographics stratified by: Levels of Education Attainment (Table I); Total Years of Teaching Experience (Table II); Total Years of Community College Teaching Experience (Table III); Total Years of Administrative and Professional Experience (Table IV); Total Years of TJC Employment (Table V); TJC Employment Classification (Table VI); and TJC Campus Location (Table VII).

These tables were constructed to identify differentiation between TJC employees in their hours of participation. The expected hours were computed from the use of percentages calculated from the total respondent count. These percentages were then multiplied by the total observed hours to derive hours of expected participation. The last column in each table indicated hours either

TABLE I
CONTINUOUS VARIABLE ANALYSIS OF STAFF DEVELOPMENT
PARTICIPATION STRATIFIED BY LEVELS OF
EDUCATIONAL ATTAINMENT

| Levels of Educational Attainment | Hours of Observed Participation | Hours of Expected Participation | Respondent Count | Percentage of Total Respondent Count | Above (+) Below (-) Expected Hours of Participation |
|----------------------------------|---------------------------------|---------------------------------|------------------|--------------------------------------|---|
| High School Diploma | 1,064 | 10,129.2 | 22 | 10% | -9,065.2 |
| Associate Degree | 527 | 5,064.6 | 10 | 5% | -4,537.6 |
| Bachelor's Degree | 14,020 | 24,310.08 | 54 | 24% | -10,290.08 |
| Master's Degree | 58,050 | 49,633.08 | 108 | 49% | +8,416.92 |
| Specialist's Degree | 36 | 1,012.92 | 3 | 1% | -976.92 |
| Doctorate Degree | 27,595 | 11,142.12 | 25 | 11% | +16,452.88 |
| TOTAL: | 101,292 | 101,292.00 | 222 | 100% | -0- |

TABLE II
CONTINUOUS VARIABLE ANALYSIS OF STAFF DEVELOPMENT
PARTICIPATION STRATIFIED BY TOTAL YEARS OF
TEACHING EXPERIENCE

| Years of Teaching Experi- ence | Hours of Observed Partici- pation | Hours of Expected Partici- pation | Respondent Count | Percentage of Total Respondent Count | Above (+) Below (-) Expected Hours of Partici- pation |
|--|---|---|---------------------|---|--|
| 0-1 Years | 5,574 | 6,025.56 | 10 | 6% | -451.56 |
| 1-3 Years | 13,319 | 11,046.86 | 20 | 11% | +2,272.14 |
| 4-7 Years | 17,391 | 22,093.72 | 40 | 22% | -4,702.72 |
| 8-11 Years | 18,472 | 18,076.68 | 32 | 18% | +395.32 |
| 12 Years or More | 45,670 | 43,183.18 | 77 | 43% | +2,486.82 |
| TOTAL: | 100,426 | 100,426.00 | 179 | 100% | -0- |

TABLE III

CONTINUOUS VARIABLE ANALYSIS OF STAFF DEVELOPMENT
PARTICIPATION STRATIFIED BY YEARS OF COMMUNITY
COLLEGE TEACHING EXPERIENCE

| Years of Com- munity College Experi- ence | Hours of Observed Partici- pation | Hours of Expected Partici- pation | Respondent Count | Percentage of Total Respondent Count | Above (+) Below (-) Expected Hours of Partici- pation |
|---|---|---|---------------------|---|--|
| 0-1 Years | 10,461 | 13,519.10 | 24 | 14% | -3,058.10 |
| 1-3 Years | 27,331 | 26,072.55 | 46 | 27% | +1,258.45 |
| 4-7 Years | 33,634 | 28,003.85 | 50 | 29% | +5,630.15 |
| 8-11 Years | 15,667 | 16,416.05 | 30 | 17% | -749.05 |
| 12 Years or More | 9,472 | 12,553.45 | 23 | 13% | -3,081.45 |
| TOTAL: | 96,565 | 96,565.00 | 173 | 100% | -0- |

TABLE IV
CONTINUOUS VARIABLE ANALYSIS OF STAFF DEVELOPMENT
PARTICIPATION STRATIFIED BY TOTAL YEARS OF
ADMINISTRATIVE PROFESSIONAL EXPERIENCE

| Years of Admini- strative/ Profes- sional Experi- ence | Hours of Observed Partici- pation | Hours of Expected Partici- pation | Respondent Count | Percentage of Total Respondent Count | Above (+) Below (-) Expected Hours of Partici- pation |
|---|---|---|---------------------|---|--|
| 0-1 Years | 7,049 | 12,797.26 | 22 | 17% | -5,748.26 |
| 1-3 Years | 7,640 | 9,786.14 | 17 | 13% | -2,146.14 |
| 4-7 Years | 9,309 | 14,302.82 | 24 | 19% | -4,993.82 |
| 8-11 Years | 17,370 | 12,044.48 | 20 | 16% | +5,325.52 |
| 12 Years or More | 33,910 | 26,347.30 | 45 | 35% | +7,562.70 |
| Total | 75,278 | 74,278.00 | 128 | 100% | -0- |

TABLE V

CONTINUOUS VARIABLE ANALYSIS OF STAFF DEVELOPMENT
PARTICIPATION STRATIFIED BY TOTAL YEARS OF
EMPLOYMENT AT TULSA JUNIOR COLLEGE

| Total Years of TJC Employ- ment | Hours of Observed Partici- pation | Hours of Expected Partici- pation | Respondent Count | Percentage of Total Respondent Count | Above (+) Below (-) Expected Hours of Partici- pation |
|--|---|---|---------------------|---|--|
| 0-1 Years | 16,271 | 20,198.71 | 42 | 19% | -3,927.71 |
| 1-3 Years | 25,510 | 24,451.07 | 53 | 23% | +1,058.93 |
| 4-7 Years | 26,393 | 28,703.43 | 61 | 27% | -2,310.43 |
| 8-11 Years | 27,484 | 21,261.80 | 45 | 20% | +6,222.20 |
| 12 Years or More | 10,651 | 11,693.99 | 24 | 11% | -1,042.99 |
| TOTAL: | 106,309 | 106,309.00 | 225 | 100% | -0- |

TABLE VI
CONTINUOUS VARIABLE ANALYSIS OF STAFF DEVELOPMENT
PARTICIPATION STRATIFIED BY EMPLOYMENT
CLASSIFICATION

| Employ- ment Classi- fication | Hours of Observed Partici- pation | Hours of Expected Partici- pation | Respondent Count | Percentage of Total Respondent Count | Above (+) Below (-) Expected Hours of Partici- pation |
|--|---|---|---------------------|---|--|
| Fulltime Faculty | 38,272 | 28,703.43 | 61 | 27% | +9,568.57 |
| Adjunct Faculty/ Credit | 25,794 | 28,703.43 | 61 | 27% | -2,909.43 |
| Adjunct Faculty/ Non- Credit | 14,460 | 15,946.35 | 33 | 15% | -1,486.35 |
| Profes- sional Support | 12,202 | 6,378.54 | 14 | 6% | +5,823.46 |
| Admini- strators | 11,030 | 6,378.54 | 13 | 6% | +4,651.46 |
| Classi- fied Staff | 4,551 | 20,198.71 | 43 | 19% | -15,647.71 |
| TOTAL: | 106,309 | 106,309.00 | 225 | 100% | -0- |

TABLE VII
 CONTINUOUS VARIABLE ANALYSIS OF STAFF DEVELOPMENT
 PARTICIPATION STRATIFIED BY TULSA JUNIOR
 COLLEGE CAMPUS LOCATION

| Campus Loca- tion | Hours of Observed Partici- pation | Hours of Expected Partici- pation | Respondent Count | Percentage of Total Respondent Count | Above (+) Below (-) Expected Hours of Partici- pation |
|-------------------------|---|---|---------------------|---|--|
| Metro | 46,648 | 42,522.80 | 89 | 40% | +4,125.20 |
| North- east | 22,400 | 24,450.61 | 52 | 23% | -2,050.61 |
| South- east | 27,139 | 29,765.96 | 63 | 28% | -2,626.96 |
| Central | 10,120 | 9,567.63 | 21 | 9% | +552.37 |
| TOTAL: | 106,307 | 106,307.00 | 225 | 100% | -0- |

above (+) or below (-) the expected hours of participation when compared to the actual hours of participation.

Table I, Level of Educational Attainment, indicated that employees with high school diplomas (-9,065.2), Associate degrees (-4,537.6), and Specialist's degrees (-976.92) participated below expected hours with Bachelor's degrees representing the largest deficit (-10,290.08 hours). Doctorate degrees represented the highest level of actual participation with (+16,452.88) followed by Master's degrees (+8,416.92).

Table II, Total Years of Teaching Experiences, indicated two classifications as below expected hours of participation being those employed with four to seven years experience (-4,702.72) and those with teaching experience of only zero to one years (-451.56). Those levels of teaching experience above expected participation hours were 12 years or more (+2,486.82), one to three years (+2,272.14), and to a lesser degree those falling into the eight to 11 years category (+395.32).

Table III, Total Years of Community College Teaching Experience, indicated those categories with deficits were 12 or more years (-3,081.45), followed closely by zero to one year (-3,058.10), and to a lesser degree eight to 11 years (-749.05). Above expected hours of participation were categories four to seven years (+5,630.15), and one to three years (+1,258.45).

Table IV, Total Years of Administrative and

Professional Experience, indicated those categories with deficits were zero to one years (-5,748.26), four to seven years (-4,993.82), and one to three years (-2,146.14). Those categories with surplus hours of participation were 12 years or more (+7,562.70) and eight to 11 years (+5,325.52).

Table V, Total Years of TJC Employment, indicated those categories with deficits were zero to one year (-3,927.71), followed by four to seven years (-2,310.43), and 12 years or more (-1,042.99). Employees of eight to 11 years participated above expected hour levels (+6,222.20) and one to three years (+1,058.93).

Table VI, TJC Employment Classifications, indicated deficits substantially led by classified staff (-15,647.71), followed by Adjunct Faculty/Credit (-2,909.43), and Adjunct Faculty/Non-Credit (-1,486.35). Above expected hours of participation were led by Fulltime Faculty (+9,568.57), Professional Support Staff (+5,823.46), and Administrators (+4,651.46).

Table VII, TJC Campus Location, indicated Metro was substantially above expected participation hours (+4,125.20) and to a lesser degree Central (+552.37). Deficits were noted by Southeast (-2,626.96) and Northeast (-2,050.61).

Table VIII again refers to demographic information provided by respondents. It represents a summary of the respondent count, percentage of that total count, the sum total of hours participated, the calculated mean hours of participation, and the percentage of mean hours of

TABLE VIII
SURVEY STATISTICAL RESULTS

Demographic Information:

A. Highest Education Level Attained:

| | Count | Percent | Hours/Part. | Mean Hours | Mean Hours/% |
|---------------------|-------|---------|-------------|------------|-----------------|
| High School Diploma | 22 | 10 | 1,064 | 48.36 | 2% |
| Associate Degree | 10 | 5 | 527 | 52.70 | 2% |
| Bachelor's Degree | 54 | 24 | 14,020 | 259.63 | 13% |
| Master's Degree | 108 | 49 | 58,050 | 537.50 | 27% |
| Specialist's Degree | 3 | 1 | 36 | 12.00 | 1% |
| Doctorate Degree | 25 | 11 | 27,595 | 1,103.80 | 55% |
| TOTAL: | 222 | 100% | 101,292 | 2,013.99 | 100% |

B. Total Years of Teaching Experience:

| | Count | Percent | Hours/Part. | Mean Hours | Mean Hours/% |
|------------------|-------|---------|-------------|------------|-----------------|
| Less than 1 Year | 10 | 6 | 5,574 | 557.40 | 20% |
| 1-3 Years | 20 | 11 | 13,319 | 665.95 | 24% |
| 4-7 Years | 40 | 22 | 17,391 | 434.78 | 15% |
| 8-11 Years | 32 | 18 | 18,472 | 577.25 | 20% |
| 12 Years or More | 77 | 43 | 45,670 | 593.12 | 21% |
| TOTAL: | 179 | 100% | 100,426 | 2,828.50 | 100% |

C. Total Years of Community College Teaching Experience:

| | Count | Percent | Hours/Part. | Mean Hours | Mean Hours/% |
|------------------|-------|---------|-------------|------------|-----------------|
| Less than 1 Year | 24 | 14 | 10,461 | 435.88 | 16% |
| 1-3 Years | 46 | 27 | 27,331 | 594.15 | 23% |
| 4-7 Years | 50 | 29 | 33,634 | 672.68 | 26% |
| 8-11 Years | 30 | 17 | 15,667 | 522.23 | 20% |
| 12 Years or More | 23 | 13 | 9,472 | 411.83 | 15% |
| TOTAL: | 173 | 100% | 96,565 | 2,636.77 | 100% |

TABLE VIII (Continued)

D. Total Years of Administrative/Professional Experience:

| | Count | Percent | Hours/Part. | Mean Hours | Mean Hours/% |
|------------------|-------|---------|-------------|------------|-----------------|
| Less than 1 Year | 22 | 17 | 7,049 | 320.41 | 12% |
| 1-3 Years | 17 | 13 | 7,640 | 449.41 | 16% |
| 4-7 Years | 24 | 19 | 9,309 | 387.88 | 14% |
| 8-11 Years | 20 | 16 | 17,370 | 868.50 | 31% |
| 12 Years or More | 45 | 35 | 33,910 | 753.55 | 27% |
| TOTAL: | 128 | 100% | 75,278 | 2,779.75 | 100% |

E. Total Years Employed at Tulsa Junior College:

| | Count | Percent | Hours/Part. | Mean Hours | Mean Hours/% |
|------------------|-------|---------|-------------|------------|-----------------|
| Less than 1 Year | 42 | 19 | 16,271 | 387.40 | 16% |
| 1-3 Years | 53 | 23 | 25,510 | 481.32 | 21% |
| 4-7 Years | 61 | 27 | 26,393 | 432.67 | 18% |
| 8-11 Years | 45 | 20 | 27,484 | 610.76 | 26% |
| 12 Years or More | 24 | 11 | 10,651 | 443.79 | 19% |
| TOTAL: | 225 | 100% | 106,309 | 2,355.94 | 100% |

F. Position Held:

| | Count | Percent | Hours/Part. | Mean Hours | Mean Hours/% |
|------------------------|-------|---------|-------------|------------|-----------------|
| Fulltime Faculty | 61 | 27 | 38,272 | 627.41 | 19% |
| Adjunct Faculty/Credit | 61 | 27 | 25,794 | 422.85 | 13% |
| Adjunct Faculty/Non | 33 | 15 | 14,460 | 438.18 | 13% |
| Professional Support | 14 | 6 | 12,202 | 871.57 | 26% |
| Administrators | 13 | 6 | 11,030 | 848.46 | 26% |
| Classified Staff | 43 | 19 | 4,551 | 105.83 | 3% |
| TOTAL: | 225 | 100% | 106,309 | 3,314.30 | 100% |

G. Campus Location:

| | Count | Percent | Hours/Part. | Mean Hours | Mean Hours/% |
|-----------------|-------|---------|-------------|------------|-----------------|
| Metro | 89 | 40 | 46,650 | 524.16 | 28% |
| Northeast | 52 | 23 | 22,400 | 430.77 | 23% |
| Southeast | 63 | 28 | 27,139 | 430.77 | 23% |
| Central Offices | 21 | 9 | 10,120 | 481.90 | 26% |
| TOTAL: | 225 | 100% | 106,309 | 1,867.60 | 100% |

participation for each category.

Categories A (Highest Education Level Attained), B (Total Years of Teaching Experience), C (Total Years of Community College Teaching Experience), D (Total Years of Administrative/Professional Experience), E (Total Years of TJC Employment), and F (TJC Employment Classification) is represented in ascending to descending rank order of mean hours of participation and is shown in Appendix E.

Table IX, Rank Order of Observed Staff Development Activities, ranking from ascending to descending order, identifies each of the 25 surveyed staff development activities by percentage of sum total hours of participation. The five highest ranking activities were Number 15, Participated in individual reading and/or studying (24.705 percent); Number 24, Participated in community service work (18.167 percent); Number 1, Attended a professional meeting or conference (10.919 percent); Number 13, Enrolled in course work not matriculated to an advanced degree (6.938 percent); and Number 12, Enrolled in course work towards an advanced degree (6.640 percent). These top five activities represented a total of 67.369 percent of participation in the 25 surveyed activities.

The five activities ranking lowest in order of participation was Number 17, Undertook a sabbatical leave (0 percent); Number 16, Undertook a study leave (.006 percent); Number 9, Received a formal assessment by colleagues (.098 percent); Number 11, Received a formal assessment by an

TABLE IX
RANK ORDER OF OBSERVED STAFF
DEVELOPMENT ACTIVITY

| Staff Development Activities Rank Ordered by Observed Hours of Participation | Sum Total Hours of Participation | Percentage of Sum Total Hours of Participation |
|--|--|--|
| 1. (15) Participated in individual reading and/or studying..... | 26,244 | 24.705% |
| 2. (24) Participated in community service work..... | 19,299 | 18.167% |
| 3. (1) Attended a professional meeting or conference..... | 11,599 | 10.919% |
| 4. (13) Enrolled in course work not matriculated to an advanced degree..... | 7,371 | 6.938% |
| 5. (12) Enrolled in course work towards an advanced degree..... | 7,054 | 6.640% |
| 6. (14) Enrolled in any TJC campus curriculum offerings..... | 5,504 | 5.181% |
| 7. (18) Conducted a special project | 5,143 | 4.841% |
| 8. (22) Provided internal and/or external professional con- sultation..... | 4,817 | 4.534% |
| 9. (2) Attended a non-professional meeting or retreat..... | 3,104 | 2.922% |
| 10. (20) Visited another educa- tional institution..... | 2,760 | 2.598% |
| 11. (3) Attended an area or campus sponsored inservice activity..... | 2,314 | 2.178% |
| 12. (4) Attended an off-campus/non- area workshop or seminar..... | 2,231 | 2.100% |
| 13. (23) Conducted a personal development plan..... | 1,930 | 1.816% |
| 14. (5) Attended an industry sponsored meeting..... | 1,598 | 1.504% |

TABLE IX (Continued)

| Staff Development Activities Rank Ordered by Observed | Sum Total Hours of Participation | Percentage Sum Total Hours Participation |
|--|--|--|
| 15. (25) Participated in individual work with a specialist..... | 1,452 | 1.367% |
| 16. (6) Attended an institute..... | 1,196 | 1.125% |
| 17. (19) Attended a field trip..... | 1,052 | 1.000% |
| 18. (7) Received a formal teaching and/or performance evaluation by administrator or supervisor..... | 525 | .494% |
| 19. (8) Received a formal teaching evaluation by students..... | 361 | .339% |
| 20. (10) Conducted a self assess- ment by videotaping or survey..... | 194 | .182% |
| 21. (21) Participated in a faculty exchange..... | 185 | .174% |
| 22. (11) Received a formal assess- ment by an outside specialist..... | 183 | .172% |
| 23. (9) Received a formal assess- ment by colleagues..... | 105 | .098% |
| 24. (16) Undertook a study leave.... | 6 | .006% |
| 25. (17) Undertook a sabbatical leave..... | 0 | -0- |
| TOTAL: | 106,227 | 100.000% |

outside specialist (.172 percent); and Number 21, Participated in a Faculty exchange (.174 percent).

Table X, Participation Rates of Tulsa Junior College Employees in Staff Development, indicates the mean number of times employees participated in all 25 surveyed activities; the mean number of hours of participation in those staff development activities; the mean percentage of those hours conducted during normal working time; the mean percentage of those hours personally financed; and, the mean percentage of those hours that led/or will lead to a role change and/or salary increase.

Results Related to Open-Ended Survey Questions

The questionnaire utilized two open-ended questions to collect qualitative data regarding the effectiveness of the staff development programs and an opportunity for participants to record any other pertinent comments about staff development at Tulsa Junior College.

The total number of questionnaires distributed to the personnel population was 1,200. The total number of questionnaires received was 247 representing a 21 percent response rate. Out of that 247, 169 respondents (68 percent) elected to answer open-ended question one.

Question 1: "Do you feel the majority of staff development programs and activities offered by TJC has provided effective and meaningful opportunities for your

TABLE X
PARTICIPATION RATES OF TULSA JUNIOR COLLEGE
IN STAFF DEVELOPMENT

| | Column A MEAN Number of Activ- ities | Column B MEAN Number of Hours | Column C MEAN Percent of Hours Con- ducted During Normal Working Time | Column D MEAN Percent of Hours Person- ally Financed | Column E MEAN Percent of Hours Led/or Will Lead to Role Change/ Salary Increase |
|---|--|--|--|--|---|
| Staff Development Activities | | | | | |
| 1. Attended a professional meeting or conference..... | 9.11 | 78.4 | 56% | 24% | 81% |
| 2. Attended a non-professional meeting or retreat..... | 10.4 | 41.9 | 14% | 70% | 26% |
| 3. Attended an area or campus sponsored inservice activity. | 7.44 | 20.1 | 76% | 10% | 51% |
| 4. Attended an off-campus/non-area workshop or seminar..... | 6.04 | 30.6 | 36% | 57% | 55% |
| 5. Attended an industry sponsored meeting..... | 4.43 | 25.4 | 73% | 29% | 70% |
| 6. Attended an institute..... | 2.41 | 36.2 | 13% | 24% | 77% |
| 7. Received a formal teaching and/or performance evaluation by administrator or supervisor. | 4.57 | 5.2 | 74% | 5% | 40% |
| 8. Received a formal teaching evaluation by students..... | 16.8 | 4.3 | 69% | 11% | 45% |
| 9. Received a formal assessment by colleagues..... | 4.16 | 6.18 | 95% | 12% | 37% |
| 10. Conducted a self assessment by videotaping or survey | 4.86 | 5.88 | 74% | 11% | 33% |

TABLE X (Continued)

| | Column A MEAN Number Activ- ities | Column B MEAN Number Hours | Column C MEAN Percent Hours Con- ducted During Normal Working Time | Column D MEAN Percent Hours Person- ally Financed | Column E MEAN Percent Hours Led/or Will Lead to Role Change/ Salary Increase |
|---|--|--|--|--|---|
| Staff Development Activities | | | | | |
| 11. Received a formal assess- ment by an outside specialist | 1.86 | 10.8 | 87% | 17% | 47% |
| 12. Enrolled in course work towards an advanced degree... | 7.57 | 116.0 | 0% | 74% | 48% |
| 13. Enrolled in course work not matriculated to an advanced degree..... | 5.36 | 132.0 | 3% | 84% | 12% |
| 14. Enrolled in any TJC campus curriculum offerings..... | 16.2 | 76.4 | 1% | 69% | 69% |
| 15. Participated in individual reading and/or studying..... | 136. | 320.0 | 22% | 53% | 25% |
| 16. Undertook a study leave.. | 1.0 | 3.0 | 0% | 100% | 67% |
| 17. Undertook a sabbatical leave..... | -0- | -0- | -0- | -0- | -0- |
| 18. Conducted a special project | 7.54 | 95.2 | 59% | 11% | 18% |
| 19. Attended a field trip.... | 9.31 | 22.9 | 55% | 34% | 25% |
| 20. Visited another educa- tional institution..... | 5.71 | 30.3 | 39% | 37% | 12% |
| 21. Participated in a faculty exchange..... | 18.3 | 20.6 | 68% | 0% | 81% |

TABLE X (Continued)

| | Column A MEAN Number Activ- ities | Column B MEAN Number Hours | Column C MEAN Percent Hours Con- ducted During Normal Working Time | Column D MEAN Percent Hours Person- ally Financed | Column E MEAN Percent Hours Led/or Will Lead to Role Change/ Salary Increase |
|--|--|--|--|--|---|
| Staff Development Activities | | | | | |
| 22. Provided internal and/or external professional con- sultation..... | 16.4 | 94.5 | 67% | 33% | 20% |
| 23. Conducted a personal development plan..... | 3.48 | 74.2 | 8% | 17% | 84% |
| 24. Participated in community service work..... | 38.6 | 241.0 | 13% | 68% | 32% |
| 25. Participated in individual work with a specialist..... | 14.9 | 60.5 | 67% | 51% | 60% |
| TOTAL: | 352.45 | 1,551.56 | 28% | 50% | 36% |

professional growth? Please explain your answer."

The following represents a data reduction step and summarizes the responses by participants in the survey. An analysis of those 169 responses to question one is found in Table XI.

The responses found in Appendix F represent each category of qualitative data pertaining to open-ended questions one and two. The responses have been consolidated and summarized in many instances to prevent repetition and ensure anonymity.

Question 2: Open ended question two included at the conclusion of this survey was simply posed as, "Other comments." The total number of respondents to this section of the survey was 58 or 23 percent of those 247 participating in the survey. The results from open-ended question two have been divided into two main categories. Category A deals with specific staff development concerns and Category B deals with problems associated with the survey instrument. The results are shown in Table XII.

Category A (Including "Suggestions and Needs," "Criticisms," "Positive Remarks," and "Other Remarks") received 41 responses or 71 percent of those responding to open-ended question two. The 41 responses represent 17 percent of the total population of 247.

Category B (Including "non-applicability" and "problems identified with survey instrument") received 17 responses or 29 percent of those responding to open-ended

TABLE XI
ANALYSIS OF RESPONSES TO OPEN-ENDED
QUESTION ONE

| | |
|--|------------------|
| CATEGORY ONE: Total "Yes/Positive" Responses | 39 (23%) |
| CATEGORY TWO: Total "No/Negative" Responses [This section includes Lack of Motivators as Reasons for Non-Participation, Negative Part-Time Faculty and Classified Staff Responses] | 73 (43%) |
| CATEGORY THREE: Total "Mixed Evaluations/Somewhat Helpful" Responses | 13 (8%) |
| CATEGORY FOUR: Total "Uncommitted Responses" [This section includes New Hires, Never Attended, Attended only 1 or 2, or Only Attended Outside Staff Development Activities] | 33 (20%) |
| CATEGORY FIVE: Total "Limitations Preventing Participation" [This section cites Time Constraints and Conflicts as Limitations"] | 11 (6%) |
| TOTAL: | <u>169</u> /100% |

TABLE XII
ANALYSIS OF RESPONSES TO OPEN-ENDED
QUESTION TWO

CATEGORY A deals with specific staff development concerns and has been subclassified into four sections: Suggestions and Needs, Criticisms, Positive Remarks, and Other Remarks.

CATEGORY B deals with problems associated with the survey instrument and has been subclassified into two sections: Non-applicability and Problems Identified with Survey Instrument.

N [Population Responding to Open-Ended Question Two] = 58

CATEGORY A:

Suggestions and Needs

Criticisms

Positive Remarks

Other Remarks

TOTAL: 41 (71%)

CATEGORY B:

Non-applicability

Problems Identified with Survey Instrument

TOTAL: 17 (29%)

NOTE: Please note that the N=58 represents only 23% of the total population of 247 responding to the survey.

question two. The 17 responses represent seven percent of the whole population citing specific problems associated with the survey instrument.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The expressed problem and purpose of this investigation Follows: The problem was a lack of information about the effectiveness of current staff development programs and activities, and the extent Tulsa Junior College employees had taken the initiative for their own professional growth in the years 1983-1987.

The purpose of this study was two fold:

1. To assess TJC employees' participation in staff development activities for the five year period following the 1982 Focus Study Report (1983-1987) from the perspectives of:

- (a) Fulltime Faculty
- (b) Part-time Faculty (credit courses)
- (c) Part-time Faculty (non-credit courses/Special Programs)
- (d) Professional Support Staff, and
- (e) Classified Staff.

2. To determine the extent TJC employees had demonstrated initiative for their own professional growth by participating in in-house staff development activities and

external staff development opportunities in the years 1983-1987.

This study determined whether the extent of TJC employees' participation in 25 selected staff development activities varied according to:

- (1) Educational attainment
- (2) Total years of teaching experience
- (3) Total years of teaching experience at the community college level
- (4) Total years of administrative/professional staff experience
- (5) Total years of employment at TJC
- (6) TJC employment classifications, and
- (7) TJC campus location.

Information was further analyzed to identify the total mean number of times each participant spent on staff development activities for the years 1983-1987; the total mean number of hours spent on staff development activities; those staff development activities which were conducted exclusively during normal working time; those staff development activities which were funded exclusively by personal finances; and those staff development activities which the employee felt exclusively enhanced their professional growth, led or will lead to a role change, and/or salary increase.

This research determined the influence of these selected variables on staff development participation in the

25 selected activities and provided information on employee behavior relative to these staff development activities. The information gained from this study can be effectively used to assess and modify TJC's staff development programs; and, hopefully, will result in an effort to encourage more TJC employees to keep professionally active.

A review of literature conducted for the purpose of this study included these topics:

1. Staff development in community colleges
2. What constitutes staff development and why it is important
3. Determination of staff development needs
4. Fulltime faculty staff development needs
5. Adjunct faculty staff development needs
6. Incentives/rewards to enhance staff development participation
7. Staff development evaluation and program assessment, and
8. Strategies for effective staff development.

Major Findings Disclosed This Information

1. Based on "Educational Levels of Attainment," those employees with Bachelor's Degrees followed closely by High School Diplomas were the groups substantially below hours of expected participation while those with Doctorate Degrees led in hours above expected participation.

2. Based on "Total Years of Teaching Experience,"

those employees having between four to seven years teaching experience had the lowest level of participation and those with one to three and 12 years or more led the groups in hours above expected participation.

3. Based on "Total Years of Community College Teaching Experience," those employees in group 12 years or more and zero to one year under participated while those with four to seven years participated above expected levels.

4. Based on "Total Years of Professional and/or Administrative Experience," those groups of zero to one year and four to seven years showed the largest deficits in participation while the eight to 11 and 12 years or more groups led in above expected hours of participation.

5. Based on "TJC Employment Classification," drastically below expected participation levels was classified staff, while fulltime faculty established the highest level of above expected hours of participation.

6. Based on "TJC Campus Location," both Southeast and Northeast campuses participated below expected hours of participation while Metro led in hours of participation above expected levels.

7. Based on "Sum Total Hours of Participation," the top five staff development activities in which TJC employees participated during the past five years are:

| | |
|-----------------------------------|---------|
| Individual reading and studying | 24.705% |
| Community service work | 18.167% |
| Professional meetings/conferences | 10.919% |

| | |
|--------------------------------------|----------------|
| Course work not matriculated to | |
| advance degrees | 6.938% |
| Course work towards advanced degrees | <u>6.640%</u> |
| TOTAL: | <u>67.369%</u> |

Based on participation rates of Tulsa Junior College employees in staff development, the following results identified how many of the total hours spent on staff development activities were related to:

1. Staff development activities conducted during normal working time, as defined by employment contracts: 28 percent.
2. Staff development activities personally financed: 50 percent.
3. Staff development activities which enhanced professional growth, led to or will lead to a role change and/or salary increase: 36 percent.

Responses received from open-ended question one, "Do you feel the majority of staff development programs and activities offered by TJC has provided effective and meaningful opportunities for your professional growth?" resulted in these findings:

1. 23% - favorable responses
2. 43% - negative responses
3. 13% - mixed evaluations
4. 20% - uncommitted, and
5. 6% - limitations/time constraints.

Responses received from open-ended question two, "Other

Comments," resulted in these findings:

1. 71% - Specific staff development concerns cited as regards suggestions and needs, criticisms, positive remarks, and other responses
2. 29% - Cited non-applicability and specific problems identified with the survey instrument.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

Expected Levels of Participation

Educational Levels of Attainment: Doctorate and Master's degreed employees are actively participating in staff development activities. They have demonstrated a substantial degree of initiative for their own professional growth by participating in both in-house and external staff development opportunities for the years 1983-1987. Those employees with Bachelor's degrees, high school diplomas, Associate and Specialist's degrees are participating in staff development activities but at a much lower level than expected. To this end, this group of employees has demonstrated far less initiative for their professional growth. The results from this study contradicted the findings of Cohen & Brawer (1982), O'Banion (1972) and Schlesinger (1976), as cited by Darwin Miller (1985, p. 96), who viewed faculty with lower levels of educational degrees

as more actively involved in staff development.

Miller's findings in his study of community college faculty in Iowa, however, substantiate and confirm the results from this study.

Total Years of Teaching Experience: Those employees in the categories of one to three and 12 years or more of teaching experience are actively participating in staff development activities. They have demonstrated a substantial degree of initiative for their own professional growth by participating in both in-house and external staff development opportunities for the years 1983-1987. Those employees with four to seven years experience are participating in staff development activities but at a much lower level than expected. Consequently, this group of employees has demonstrated far less initiative for their professional growth. Partial results from this study are confirmed in Centra's study in 1976, as cited by Smith (1980, p. 3), who notes "younger teachers in their first years of teaching are most active." The same study reports, however, a contradiction to the findings of this study in that Centra's study also reported faculty of over 15-20 years of teaching experience were the least involved in staff development activities.

Total Years of Community College Teaching Experience: Those employees with four to seven years community college teaching experience have been actively participating in

staff development activities. They have demonstrated a substantial degree of initiative for their own professional growth by participating in both in-house and external staff development opportunities for the years 1983-1987. Those employees in the categories of zero to one year and 12 years or more are participating in staff development activities at a much lower level than expected. Consequently, these groups of employees have demonstrated far less initiative for their professional growth.

Total Years of Administrative/Professional Experience:

Those employees in the categories of eight to 11 and 12 years or more of administrative/professional experience are actively participating in staff development activities. They have demonstrated a substantial degree of initiative for their own professional growth by participating in both in-house and external staff development opportunities for the years 1983-1987. Those employees with zero to one, one to three, and four to seven years of experience have participated in staff development activities but at a much lower level than expected. Consequently, these employees have demonstrated far less initiative for their professional growth. Centra's study in 1976, as cited by Smith (1980, p. 31) indicated that administrators on the whole generally were very involved in staff development activities. The conclusions drawn from this study confirm Centra's findings.

Total Years of Employment at Tulsa Junior College:

Those employees with eight to 11 years of service with Tulsa Junior College actively participated in staff development activities. They have demonstrated a substantial degree of initiative for their own professional growth by participating in both in-house and external staff development opportunities for the years 1983-1987. Those employees with zero to one year service at TJC have participated at a much lower level, but no conclusion can be drawn as to their lack of initiative for their professional growth for the years 1983-1987 since they have only been employed for less than one year. The group with 12 years or more service also participated at a lower level than expected. These employees, therefore, have demonstrated far less initiative for professional growth.

Tulsa Junior College Employment Classification:

Fulltime faculty members, professional support staff and administrators have been actively participating in staff development activities. They have demonstrated a substantial degree of initiative for their own professional growth by participating in both in-house and external staff development opportunities for the years 1983-1987. Adjunct faculty members participated at a lower level than expected. This finding was not unique in that Smith (1980) reported findings in his study of 277 community colleges that 60 percent admitted they were trying to increase the effectiveness of part-time faculty. Smith went on to cite

Centra's study, (1976), noting very few part-time faculty are actively involved in staff development. In the instant case, the classified staff was substantially participating at a lower level than expected. Consequently, these employees have demonstrated far less initiative for their professional growth. Centra's study, as cited by Smith (1980) also noted very few clerical staff members were involved in staff development activities.

Miller (1985, p. 17) refers to the importance of staff development being available to and directed at all college employees. He cites O'Banion (1974), Ralph (1973), and Richardson (1975) as experts in the field who were in complete agreement in viewing "staff development as a program that was designed to help the 'entire' community college staff in order to experience full potential." Smith (1980) cites a goal most often mentioned for community colleges with staff development programs as being "staff development should enhance the staff's (faculty, administrators, support personnel, clerical, etc.) personal growth and self-actualization." Tulsa Junior College has not been successful in effecting equal participation from all of its ranks.

Tulsa Junior College Campus Location: Those employees located at the Metro campus have been actively participating in staff development activities. They have demonstrated a substantial degree of initiative for their own professional

growth by participating in both in-house and external staff development opportunities for the years 1983-1987. The Southeast and Northeast campus locations have participated in staff development activities but at a much lower level than expected. Consequently, these employees have demonstrated far less initiative for their professional growth.

Total Sum and Mean Hours of
Participation Percentage

1. These staff development activities were identified as the activities in which employees participated most:

- (a) Individual reading, and studying
- (b) Community service work
- (c) Professional meetings/conferences
- (d) Course work not matriculated to advanced degrees, and
- (e) Course work towards advanced degrees.

Representing 67 percent of the total hours of participation.

These activities primarily represent external staff development opportunities. A conclusion was drawn that TJC employees are demonstrating their degree of initiative by obtaining most of their professional growth from sources other than in-house TJC staff development activities. Specifically, those activities identified as TJC in-house staff development (No. 14, Enrolled in TJC Curriculum Offerings represented 5.181%); (No. 3, Attended an area or

campus sponsored in-service activity represented 2.178%); (No. 7, Received a formal teaching and/or performance evaluation by administration or supervisors); No. 8, Received a formal teaching evaluation by students represented .339%) collectively only represented 8.192% of the total hours of participation. A caveat is offered here, however, to point out those categories of "Professional meetings/Conferences," and "Course work not matriculated to advance degrees" may, indeed include opportunities provided by TJC.

2. A mean percentage was calculated, based on the mean number of hours of participation, for these three categories:

(a) The mean percentage of hours conducted exclusively during normal working time (28%);

(b) The mean percentage of hours exclusively funded by personal finances (50%); and,

(c) The mean percentage of hours that exclusively enhanced professional development, led or will lead to a role change, and/or salary increase (36%).

Based on the findings in these categories, which can be identified further as motivators or incentives for staff development participation, almost three-fourths of all participation in staff development activities were conducted outside of normal working time. This demonstrated a substantial degree of initiative for the employees' own professional growth. Collin (1978) stated his belief that staff development should be synonymous with in-service

education and any other term that described job-related educational activities employees experience "while on the job." Two questions must be posed: "Has the work force chosen to further their professional development through external staff development opportunities and/or in-house staff development activities on personal time because TJC has not provided effective and meaningful opportunities for professional growth during normal working time?" or "Is it because they are not allowed sufficient release time in which to participate?" To answer these questions, an examination of the findings of the open-ended question number one was conducted. (See Open-Ended question One, below.)

One-half of all staff development activities were personally financed. Since these figures were equally split between those hours personally financed and those financed by other sources than personal funds, a conclusion cannot be drawn except that it again indicates that TJC employees are willing to spend their own personal funds one-half of the time spent on staff development activities which underscores their degree of initiative for their own professional growth. O'Banion (1972) reports that the lack of institutional funding is not a unique situation. He reports that in-service training has maintained a consistently low status with little financial backing. One contradiction was offered by one respondent who stated that "Too much (TJC's) staff development money goes unspent." (See Open-ended

Question Two, CATEGORY A, Criticisms.) Hammons (1979) included in his list of financial incentives some of these suggestions:

1. Travel funds
2. Funded fellowships
3. Short-term leaves (with or without pay)
4. Sabbaticals, and
5. Tuition payment for graduate work.

Smith (1980) cites among 48 staff development activities investigated, the most effective included:

1. Travel funds available to attend professional conferences,.
2. Use of grants by faculty members for developing new or different approaches to courses or teaching, and
3. Summer grants for projects to improve instruction or courses.

Blake (1972) indicated the need for community colleges to invest a suitable percentage of revenue to their R & D-- staff development--to continue to meet current and future goals. Tulsa Junior College has refrained from engaging in most of these types of financial incentives.

Only slightly over one-third of all staff development participation enhanced professional growth, led or will lead to a role change and/or salary increase as perceived by the respondents. This finding indicated that participation is not encouraged and recognized by TJC as a basis for enhancing employees' careers as perceived by the employee

respondents. It does not serve as a motivating force for employees as two-thirds of the time spent on staff development activities did not result in career advancement. This is a significant indication to the extent TJC employees are willing to demonstrate initiative for their own professional growth.

Rewards and incentives have been cited by many experts as important variables affecting employee motivation as regards staff development participation (Cooper, 1981). Cooper reports that if community colleges fail to recognize professional development efforts by their employees, the result will be reduced striving for improvement.

Open-Ended Survey Question One

Slightly over one-fifth of the respondent population agreed that the majority of staff development programs and activities at Tulsa Junior College provided effective and meaningful opportunities for their professional growth. Slightly over two-fifths of the respondents population felt that the majority of staff development programs and activities at Tulsa Junior College did not provide effective and meaningful opportunities for their professional growth. Slightly over one-third either offered mixed or uncommitted comments or cited time constraints as a barrier to actively participating in staff development. Time was determined to be crucial element by Garrison (1967), as cited by Darwin Miller (1985), who saw a real lack of it for two year

community college faculty wishing to pursue developmental programs. It was concluded that two-fifths of the respondent population, who offered negative comments, as compared to one-fifth of the population, who offered positive comments, was significant. The reasons for the concerns cited were varied and could be grouped in this manner:

- (1) Poor quality, lack of variety, and unspecialized
- (2) Specific negative responses from part-time faculty and classified staff, and
- (3) Lack of encouragement from administration, and lack of incentives.

Findings pertaining to adjunct faculty were best confirmed by ERIC Junior College Resource Review, (1978, p. 3). Part-time instructors are still not given the same opportunities, support services, or responsibilities as their fulltime counterparts." Tulsa Junior College has been no exception in this regard.

It was apparent that many of the respondents of negative comments exhibited hostile reactions to their perception of administration's view of staff development (See sample responses to Category Two, sample responses from classified staff, and sample part-time faculty negative responses) (see Appendix F) and lack of encouragement provided TJC employees. A recommendation made by Smith (1980) lists, among necessary goals for community college staff development programs, this goal: "Greater emphasis be

placed on meeting development goals related to the needs of the non-fulltime teaching faculty, particularly part-time faculty and non-academic support staff."

A conclusion was drawn that Tulsa Junior College was not providing effective and meaningful opportunities for the professional growth of large segments of its employees as defined by at least two-fifths of the respondent population.

Open-Ended Survey Question Two.

"Other Comments"

This question offered respondents another opportunity to comment further on the Tulsa Junior College staff development survey.

Many suggestions were made that would provide the campus based staff development committees in improving their staff development programs as offered by the respondents (see Appendix F).

The criticisms offered in this question simply reinforced the negative comments received in question one. Positive comments received in question two also reinforced the positive remarks made to question one.

Specific criticism made as to the non-applicability and problems associated with this survey was addressed in the recommendations section of this study.

Overall, nothing significantly new surfaced here. It appeared to be an additional opportunity to restate the information received in question one.

Recommendations

Based on the conclusions of this study, the following recommendations were made:

Expected Levels of Participation

Educational Levels of Attainment: Tulsa Junior College employees with high school diplomas, Bachelor's and Specialist's degrees should be targeted as identified subgroups needing additional effective and meaningful staff development opportunities provided by Tulsa Junior College (See Table I).

Total Years of Teaching Experience: Tulsa Junior College employees with four to seven years of teaching experience should be targeted as an identified subgroup needing additional effective and meaningful staff development opportunities provided by Tulsa Junior College (See Table II).

Total Years of Community College Teaching Experience: Tulsa Junior College employees with zero to one and 12 years or more community college teaching experience should be targeted as identified subgroups needing additional effective and meaningful staff development opportunities provided by Tulsa Junior College (See Table III).

Total Years of Administrative/Professional Experience:

Tulsa Junior College employees with zero to one, one to three, and four to seven years of administrative/professional experience should be targeted as identified subgroups needing additional effective and meaningful staff development opportunities provided by Tulsa Junior College (See Table IV).

Total Years of Employment at Tulsa Junior College:

Tulsa Junior College employees having zero to one year and 12 years or more service should be targeted as identified subgroups needing additional effective and meaningful staff development opportunities provided by Tulsa Junior College (See Table V).

Tulsa Junior College Employment Classification: Tulsa

Junior College adjunct instructors and classified staff should be targeted as identified subgroups needing additional effective and meaningful staff development opportunities provided by Tulsa Junior College (See Table VI).

Tulsa Junior College Campus Location: Tulsa Junior

College employees located at the Southeast and Northeast campuses should be targeted as identified subgroups needing additional effective and meaning staff development opportunities provided by Tulsa Junior College (See Table VII).

Each Tulsa Junior College campus has its own staff development committee created as a result of the 1982 Focus Study. A recommendation would include each campus conducting a needs analysis for each identified subgroup. In addition to conducting surveys, focus group interviews by each division would appear appropriate to offset the negative feelings expressed from many respondents that TJC administration exhibits a "Who cares?" attitude. Felt needs for each subgroup must be present for change to occur ("Appraise Staff Development Needs," 1985).

Total Sum and Mean Hours of
Participation Percentages

Determination of Staff Development Needs: In-service staff development programs must be evaluated to strengthen weak points, maintain strengths, and expand interests and abilities to meet the felt needs of the targeted subgroups. Program assessment and staff development evaluation are needed to ascertain if information provided by in-service staff development activities was applicable in the classroom or office. The purpose of this formative evaluation is to "indicate areas that could benefit from mid-stream correction," (Provide a Staff Development Program, 1983, p. 6). This recommendation is based on the conclusion drawn that 67 percent of the total hours of participation identified in this study primarily represented external staff development opportunities.

Staff Development Activities Conducted During Normal Working Time: Since this is a critical motivational element to participation in staff development activities, a recommendation was made for Tulsa Junior College to expand the staff development activities offered during normal working time. This simply means more offerings should be made available to all employees during their work day. Some examples include:

1. Activities for classified staff should not be limited to those offered only during the lunch hour or on personal time.
2. Activities for adjunct faculty should be offered at times more conducive for participation by adults employed fulltime elsewhere, primarily evening or weekend hours are more suitable to this subgroup.

Staff Development Program Funding: Another critical motivational element in participation in staff development activities is funding. The financing of staff development programs which truly provide effective and meaningful opportunities for staff development represents a powerful incentive. Compensations which encourage people to participate are necessary to effect improved performance. "Comp" time and stipends could be considered as incentives in this regard. Blake (1972) suggests that "only by investing in staff development can obsolescence be avoided and allow community colleges to remain relevant to society's

needs."

Staff Development Activities Leading to Role Changes And/or Salary Increases: Employees' inability to directly relate participation in staff development activities to role changes and/or salary increase significantly affects participation in staff development activities. A recommendation would include Tulsa Junior College considering such rewards as:

1. Credit awarded toward pay increase based on participation in staff development activities
2. Exchange programs
3. Short-term leaves (with or without pay), and
4. Sabbaticals.

This list is hardly exhaustible. A carefully conducted needs analysis would provide TJC with the information it needs to properly identify the types of rewards that would motivate its employees and improve staff development participation. The institution could further identify which of those incentives are compatible with the goals, objectives, and mission statement of Tulsa Junior College and which these incentives can be adequately financed by available funds.

Open-ended Survey Question One: A recommendation is made regarding time constraints afforded Tulsa Junior College's employees. Some kind of "comp time" arrangement could be designed to allow for the attendance of afternoon classes and other schedules adjusted accordingly to increase

opportunities for staff development. The current policy is an indication to staff that administration lacks commitment to staff development and actually discourages participation in effective and meaningful staff development opportunities as evidenced by one respondent's remarks, "TJC has provided meaningful and effective ways of 'curtailing' any opportunities to obtain advanced degrees, particularly taking classes in the afternoon."

Further recommendations were made:

(1) More specialized and varied activities are warranted.

(2) Expand staff development programs for adjunct faculty--merely offering annual orientation sessions only address a very small portion of part-time faculty needs. They fail miserably for adjunct faculty members who have several years service with TJC.

(3) Include part-time faculty in division meetings--certainly the ones who have taught in one discipline for several years. They can be a useful source of information in textbook selection decisions, problems associated in particular courses, and they need the additional interaction with division personnel and fulltime faculty. The mentor/buddy system is not enough. Invite these "part-timers" into the college to participate in expanded staff development activities specifically designed to meet adjunct faculty needs and offered at times convenient to their schedules.

(4) Expand staff development programs to include useful activities designed to meet the needs of classified staff including paraprofessionals.

For recommendations offered specifically by respondents, see responses to Open-ended Question Two, CATEGORY A in Appendix F.

Based on the findings from this study, the following recommendations were made for additional research:

Suggestions for future use of this survey instrument include:

1. The instrument needs to be redesigned to equally represent all employee groups; it needs to be related to classified staff as readily as it was to faculty and administrators.

2. Too much estimating was necessary. If no degree of accuracy is required, the validity of the results will be questioned.

3. Better definitions were needed in some areas of Section II.

4. Some overlap existed in some areas.

5. The length of the survey may have discouraged participants.

6. The identification of the "number of times" respondents participated in staff development activities did not result in any significant findings, therefore, deleting this column from the questionnaire is suggested.

The five year period added to the frustration of the

estimating necessary to complete the instrument. Activities No. 15 (Reading/Studying Time) and No. 24 (Community Service) required the greatest amount of estimating. This information proved to be valuable in the analysis of activities which were self directed. An alternate approach could be to collect this data through the use of focus groups where specific questions and concerns in these areas could be handled more effectively by the researcher.

One strong recommendation offered would be to analyze this data on an annual basis rather than to extend the period of examination to reflect time periods between reaccreditation self studies. Although it was necessary in this study to analyze the period from the 1982 Focus Study through 1987 to best meet the stated objectives, it was simply too long a time frame for people to recall specific activities in which they participated. Even though estimating occurred as a result of the time period examined, staff development activity patterns were recognized and findings based on this information were useful.

Other recommendations for future research in this area include:

1. A follow-up study conducted for the same TJC employee population to measure the difference since this initial survey.

2. A study conducted to determine the amount of release time available for faculty and other employee classifications for pursuing staff development activities.

This study would include examining release time both for in-service activities and for graduate and undergraduate studies as well.

3. A study conducted to ascertain the various sources "other than personal" used to finance staff development activities.

4. A study conducted to determine the motivational factors for TJC employees for staff development participation. This study could also be designed to determine the effect of additional incentives for participation in staff development. It could also specifically identify participants' topics of interest. If participants were identifiable, invitations or notices could be sent to those survey respondents when staff development activities are offered in areas in which they have indicated an interest.

Concluding Statement

This study was conducted in an effort to provide vital information for Tulsa Junior College's Staff Development Subcommittee to determine if the institution had accomplished staff development goals established in 1982. The data were collected and analyzed to assist in the preparation of the staff development section of Tulsa Junior College's 1988 Self Study for reaccreditation.

Hopefully, it will also serve as an information base and be used to improve employee participation in effective

and meaningful staff development activities and opportunities offered at Tulsa Junior College.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

Section I Respondent Information Section

Directions: In order to better analyze the staff development activities of community college faculty and staff, we need to examine participation by various groups of TJC employees. Please make an X by the number which applies for each response. Please check only one for each category.

A. Highest Education Level Attained:

- _____ 1. High School Diploma
- _____ 2. Associate of Arts Degree
- _____ 3. Bachelor's Degree
- _____ 4. Master's Degree
- _____ 5. Specialist's Degree
- _____ 6. Doctorate Degree

B. Total years of Teaching Experience:

- _____ 1. Less than 1 year
- _____ 2. 1-3 years
- _____ 3. 4-7 years
- _____ 4. 8-11 years
- _____ 5. 12 years or more

C. Total years of teaching experience at the community college level:

- _____ 1. Less than 1 year
- _____ 2. 1-3 years
- _____ 3. 4-7 years
- _____ 4. 8-11 years
- _____ 5. 12 years or more

D. Total years of administrative or professional staff experience:

- _____ 1. Less than 1 year
- _____ 2. 1-3 years
- _____ 3. 4-7 years
- _____ 4. 8-11 years
- _____ 5. 12 years or more

E. Total years of employment at Tulsa Junior College:

- _____ 1. Less than one year
- _____ 2. 1-3 years
- _____ 3. 4-7 years
- _____ 4. 8-11 years
- _____ 5. 12 years or more

F. Position you hold:

- _____ 1. Fulltime faculty
- _____ 2. Part-time faculty [credit courses]
- _____ 3. Part-time faculty [non-credit/Special Programs]
- _____ 4. Professional Support Staff
- _____ 5. Administrators
- _____ 6. Classified Staff

G. Your campus location:

- _____ 1. Metro Campus
- _____ 2. Northeast Campus
- _____ 3. Southeast Campus
- _____ 4. Central Offices

Section II Staff Development Analysis

Directions: For each of the staff development activities listed, please complete the following:

1. In Column A, write the number of times you participated in each of the activities listed during the past five years [1983-1987]. Leave a blank for activities not participated in.
2. In Column B, estimate the total number of hours spent on the activities you marked as accurately as possible. Do not include any travel or commuting time.
3. In Column C, mark an X by those activities in which you participated that were conducted exclusively during normal working time as defined by your employment contract.
4. In Column D, mark an X by those activities in which you participated that were funded exclusively by personal finances. Do not mark an activity in which you received a grant, scholarship, stipend, etc.
5. In Column E, mark an X by those activities in which you participated that enhanced your professional development, will lead or led to a role change, and/or salary increase.

| Staff Development Activities | Column A | Column B | Column C | Column D | Column E |
|---|----------|----------|----------|----------|----------|
| 1. Attended a professional meeting or conference..... | _____ | _____ | _____ | _____ | _____ |
| 2. Attended a non-professional meeting or retreat..... | _____ | _____ | _____ | _____ | _____ |
| 3. Attended an area or campus sponsored inservice activity. | _____ | _____ | _____ | _____ | _____ |
| 4. Attended an off-campus/non-area workshop or seminar..... | _____ | _____ | _____ | _____ | _____ |
| 5. Attended an industry sponsored meeting..... | _____ | _____ | _____ | _____ | _____ |
| 6. Attended an institute..... | _____ | _____ | _____ | _____ | _____ |
| 7. Received a formal teaching and/or performance evaluation by administrator or supervisor. | _____ | _____ | _____ | _____ | _____ |
| 8. Received a formal teaching evaluation by students..... | _____ | _____ | _____ | _____ | _____ |

| | number of times | total number of hours spent | conducted during working hours | funded by personal finances | led to role changes or salary increases |
|---|-----------------------|--------------------------------------|---|-----------------------------------|--|
| Staff Development Activities | Column A | Column B | Column C | Column D | Column E |
| 9. Received a formal assessment by colleagues..... | — | — | — | — | — |
| 10. Conducted a self assessment by videotaping or survey | — | — | — | — | — |
| 11. Received a formal assessment by an outside specialist | — | — | — | — | — |
| 12. Enrolled in course work towards an advanced degree... | — | — | — | — | — |
| 13. Enrolled in course work not matriculated to an advanced degree..... | — | — | — | — | — |
| 14. Enrolled in any TJC campus curriculum offerings..... | — | — | — | — | — |
| 15. Participated in individual reading and/or studying..... | — | — | — | — | — |
| 16. Undertook a study leave.. | — | — | — | — | — |
| 17. Undertook a sabbatical leave..... | — | — | — | — | — |
| 18. Conducted a special project | — | — | — | — | — |
| 19. Attended a field trip.... | — | — | — | — | — |
| 20. Visited another educational institution..... | — | — | — | — | — |
| 21. Participated in a faculty exchange..... | — | — | — | — | — |
| 22. Provided internal and/or external professional consultation..... | — | — | — | — | — |
| 23. Conducted a personal development plan..... | — | — | — | — | — |
| 24. Participated in community service work..... | — | — | — | — | — |
| 25. Participated in individual work with a specialist..... | — | — | — | — | — |

Do you feel the majority of staff development programs and activities offered by TJC has provided effective and meaningful opportunities for your professional growth? Please explain your answer.

Other Comments:

Thank you for your participation. Please return your completed survey as soon as possible to Jim Morrow, Metro Campus. Remember, your response rate is critical to the validity of this survey. Without your help, we cannot succeed in effectively analyzing staff development activities.

APPENDIX B

COVER LETTER

3
Tulsa Junior College
Metro Campus

MEMORANDUM

TO: All TJC Employees
FROM: Jim Morrow, Co-Chair
Staff Development Committee

We would like your help in assisting the Staff Development Committee with a survey to evaluate our activities at TJC. We are trying to measure what has been done and what needs to be added to further staff development. The committee is also interested in how the activities have been of benefit to you.

Please help us with this task by completing the form today and returning it to Jim Morrow, Metro Campus

JAM:bt

Attachment

909 South Boston Avenue Tulsa, Oklahoma 74119 (918) 587-6561.

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APPENDIX C

SELF STUDY SURVEYS MEMO



Tulsa Junior College
Metro Campus

M E M O

TO: All TJC Faculty & Staff
SUBJECT: Self Study Surveys

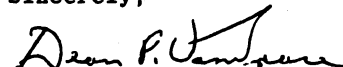
DATE: October 27, 1987

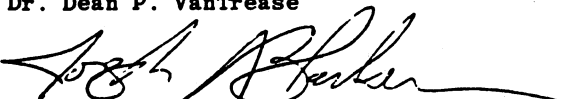
You will no doubt be asked to fill out several questionnaires about TJC in the coming months. These will be used in the Self Study being conducted as part of TJC's reaccreditation by the North Central Association of schools and colleges. You can help the Self Study committees do their work by taking a few minutes to fill out the surveys.

Only if a representative sample of people completes each of them will they be statistically valid. The Self Study will assess our success at performing our mission as a community college.

Each of us can help make TJC a better school by filling out the surveys, because our goals and priorities for tomorrow will derive from the information we collect about our school today.

Sincerely,


Dr. Dean P. VanTrease


Dr. Joe Blackman

Co-Chairs - TJC Self Study

JAB:st

909 South Boston Avenue Tulsa, Oklahoma 74119 (918) 587-6561

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APPENDIX D

REMINDER

The Staff Development Committee wants to thank those of you who have completed and returned our survey. We know it took time and thought to complete, and we appreciate your effort. The results will help us understand what is working and what needs work in staff development at TJC.

We urge those of you who have not completed the survey to aid us by completing it and returning the forms as soon as possible.

APPENDIX E

SUMMARY OF DEMOGRAPHICS

Category A [Highest Educational Level Attained] with 222 respondents indicated these findings in ascending to descending rank order of mean hours of participation:

| | | | |
|-----------------|----------------------|---------|---------------------------|
| 11% respondents | Doctorate Degrees | 1,103.8 | Mean Hours/55% Mean Hours |
| 49% respondents | Master's Degrees | 537.5 | Mean Hours/27% Mean Hours |
| 24% respondents | Bachelor's Degrees | 259.63 | Mean Hours/13% Mean Hours |
| 5% respondents | Associate Degrees | 52.7 | Mean Hours/ 2% Mean Hours |
| 10% respondents | High School Diplomas | 48.36 | Mean Hours/ 2% Mean Hours |
| 1% respondents | Specialist's Degrees | 12.0 | Mean Hours/ 1% Mean Hours |

Category B [Total Years of Teaching Experience] with 179 respondents indicated these findings in ascending to descending rank order of mean hours of participation:

| | | | |
|-----------------|------------------|--------|---------------------------|
| 11% respondents | 1-3 years | 665.95 | Mean Hours/24% Mean Hours |
| 43% respondents | 12 years or more | 593.12 | Mean Hours/21% Mean Hours |
| 18% respondents | 8-11 years | 577.25 | Mean Hours/20% Mean Hours |
| 6% respondents | 0-1 years | 557.4 | Mean Hours/20% Mean Hours |
| 22% respondents | 4-7 years | 434.78 | Mean Hours/15% Mean Hours |

Category C [Total Years of Community College Teaching Experience] with 173 respondents indicated these findings in ascending to descending rank order of mean hours of participation:

| | | | |
|-----------------|------------------|--------|---------------------------|
| 29% respondents | 4-7 years | 672.68 | Mean Hours/26% Mean Hours |
| 27% respondents | 1-3 years | 594.15 | Mean Hours/23% Mean Hours |
| 17% respondents | 8-11 years | 522.23 | Mean Hours/20% Mean Hours |
| 14% respondents | 0-1 years | 435.88 | Mean Hours/16% Mean Hours |
| 13% respondents | 12 years or more | 411.83 | Mean Hours/15% Mean Hours |

Category D [Total Years of Administrative/Professional Experience] with 128 respondents indicated these findings in ascending to descending rank order of mean hours of participation:

| | | |
|-----------------|------------------|----------------------------------|
| 16% respondents | 8-11 years | 868.5 Mean Hours/31% Mean Hours |
| 35% respondents | 12 years or more | 753.55 Mean Hours/27% Mean Hours |
| 13% respondents | 1-3 years | 449.41 Mean Hours/16% Mean Hours |
| 19% respondents | 4-7 years | 387.88 Mean Hours/14% Mean Hours |
| 17% respondents | 0-1 years | 320.41 Mean Hours/12% Mean Hours |

Category E [Total Years of TJC Employment] with 225 respondents indicated these findings in ascending to descending rank order of mean hours of participation:

| | | |
|-----------------|------------------|----------------------------------|
| 20% respondents | 8-11 years | 610.76 Mean Hours/26% Mean Hours |
| 23% respondents | 1-3 years | 481.32 Mean Hours/21% Mean Hours |
| 11% respondents | 12 years or more | 443.79 Mean Hours/19% Mean Hours |
| 27% respondents | 4-7 years | 432.67 Mean Hours/18% Mean Hours |
| 19% respondents | 0-1 years | 387.40 Mean Hours/16% Mean Hours |

Category F [TJC Employment Classifications] with 225 respondents indicated these findings in ascending to descending rank order of mean hours of participation:

| | | |
|-----------------|--------------------|----------------------------------|
| 6% respondents | Professional Staff | 871.57 Mean Hours/26% Mean Hours |
| 6% respondents | Administrators | 848.46 Mean Hours/26% Mean Hours |
| 27% respondents | Fulltime Faculty | 627.41 Mean Hours/19% Mean Hours |
| 15% respondents | Adjunct/Non-credit | 438.18 Mean Hours/13% Mean Hours |
| 27% respondents | Adjunct/Credit | 422.85 Mean Hours/13% Mean Hours |
| 19% respondents | Classified Staff | 105.83 Mean Hours/ 3% Mean Hours |

Category G [TJC Campus Location] with 225 respondents indicated these findings in ascending to descending rank order of mean hours of participation:

| | | |
|-----------------|--------------|----------------------------------|
| 40% respondents | Metro | 524.13 Mean Hours/28% Mean Hours |
| 9% respondents | Central | 481.90 Mean Hours/26% Mean Hours |
| 28% respondents | Southeast(*) | 430.77 Mean Hours/23% Mean Hours |
| 23% respondents | Northeast(*) | 430.77 Mean Hours/23% Mean Hours |

(*) Even though Southeast and Northeast campuses reflected 23% mean hours of participation based on duplicate means, please note the difference in the sum total hours participated with Southeast actually leading Northeast by 4,739 actual hours.

APPENDIX F

BREAKDOWN OF RESPONSES TO OPEN-ENDED

QUESTIONS ONE AND TWO

Open-Ended Question One:

CATEGORY ONE:"Yes/Positive" Responses:

| | |
|--|------------------------|
| "Yes" only with no explanation | 5 |
| Favorable responses from classified personnel | 1 |
| Favorable responses from part-time faculty | 6 |
| Favorable responses with explanation. | <u>27</u> |
| TOTAL: | <u>39</u> (23%) |

CATEGORY TWO:"No/Negative" Responses:

| | |
|---|----|
| "No" with no explanation | 4 |
| "Waste of time/Poor Quality" | 5 |
| "Need Variety" | 2 |
| "Too General/Not Specialized/ Not Professional Growth" | 12 |
| "Did Not Know TJC Had Staff Development" | 7 |
| Negative responses from part-time faculty | 20 |
| Negative responses from classified personnel | 6 |

| | | |
|--|---|-----|
| "No Incentive, Advancement Opportunities, or Pay Increases" | 2 | 118 |
| "Staff Development Activities Not Funded by TJC" | 6 | |
| "No Encouragement from Administration" | 9 | |

| | |
|--------|----------|
| TOTAL: | 73 (43%) |
|--------|----------|

CATEGORY THREE:

| | |
|--------------------------------------|----|
| "Somewhat Helpful/Mixed Evaluations" | 13 |
|--------------------------------------|----|

| | |
|--------|---------|
| TOTAL: | 13 (8%) |
|--------|---------|

CATEGORY FOUR:

"Limitations/Time Constraints:

| | |
|-----------------------------------|---|
| "Not offered at convenient times" | 7 |
|-----------------------------------|---|

| | |
|------------------------------------|---|
| "Have no time to attend/conflicts" | 4 |
|------------------------------------|---|

| | |
|--------|---------|
| TOTAL: | 11 (6%) |
|--------|---------|

CATEGORY FIVE:

"Uncommitted":

| | |
|-------------|----|
| "New Hires" | 18 |
|-------------|----|

| | |
|--------------------------------------|---|
| "Staff Development Only Outside TJC" | 2 |
|--------------------------------------|---|

| | |
|-----------|---|
| "Retired" | 1 |
|-----------|---|

| | |
|-----------------------------------|---|
| "Only attended 1 or 2 activities" | 2 |
|-----------------------------------|---|

| | |
|---------------------------------|----|
| "Never attended any activities" | 10 |
|---------------------------------|----|

| | |
|--------|----------|
| TOTAL: | 33 (20%) |
|--------|----------|

Sample part-time faculty and classified staff responses have been separately identified for further analysis.

CATEGORY ONE: ["Yes/Positive" Responses] Most responses mentioned common elements in praise of TJC's staff development activities such as:

- * Variety of useful and valuable information
- * Enjoyable, inspiring, and effective
- * Excellent computer classes, hearing impairment, and conversational Spanish/French
- * Diversity of subjects, instructors, and times
- * Applicable and provides for professional growth
- * Aimed at all audiences
- * Current issues.

Sample Responses to CATEGORY ONE:

- * It is hard not to learn something from another person. If I gain one new idea, I try to incorporate that idea into my approach to teaching.
- * Most seminars, meetings, or workshops consisted of valuable information, advice, and tips I could immediately apply.
- * Programs well-geared toward all audiences.
- * Good number and variety of activities offered which can be effective and enhancing for us professionally and personally.
- * Honors program and Writing Across the Curriculum have been very useful. They made me aware of various learning styles and levels of reasoning skills in my colleagues, and made me a more effective instructor.

CATEGORY TWO: ["No/Negative" Responses]

Participants cited these areas of complaints in their responses:

- * Lack of encouragement and commitment from administration for professional growth
- * Too generalized offerings--need more specialized activities
- * Unwillingness to allow afternoon attendance of courses--even if personally financed
- * No incentives related to professional or staff development. Lack of funding.
- * Too long, and offered at inconvenient times
- * Don't apply to professional growth, rather personal growth, health, and entertainment
- * Unaware of staff development opportunities offered
- * Total waste of time
- * Irrelevant, degrading, and unrealistic.

Sample Responses to CATEGORY TWO:

- * Little encouragement at TJC for academic, research, or professional growth (even at our own expense). It is clearly not important to administration. They have undercut meaningful opportunities for professional growth.
- * TJC has provided meaningful and effective ways of "curtailing" any opportunities to obtain advance degrees, particularly, taking classes in the afternoon.
- * I have, like most faculty here, been out of graduate school for more than ten years, and there is no encouragement for me to stay current in my field other than "allowing" me some time to read. Impediments include only short courses and seminars "allowed" during working hours. We are forbidden to attend graduate level courses at our own expense and forbidden to attend discipline-related day classes at TJC. This hardly encourages continuing life-long learning. Some of us allow colleagues to "sit-in" on courses or enroll in night courses and attend during the day, but we shouldn't have to "sneak" around to learn from each other.

- * I would like to attend a conference without having to write a paper--although some of my colleagues haven't even had that opportunity. With 125 students I don't have time for professional writing without my students suffering.
- * College does not emphasize or provide incentives for seeking advanced degree. The institution does not appear to be fully committed.
- * Don't have time for programs and activities that don't address my specific area. Many sound great on paper, but are a waste of time for participants.
- * What staff development programs at TJC? There were a few when I first started but none in the past year or so.
- * Must be designed by social workers or psychologists--vast majority a total waste of time. Only OEA or NEA members would boast of attending these ridiculous activities with impressive names for the weak minded and incompetent.
- * Largely irrelevant. Topics not pertinent enough to upset my schedule. They should at least provide useable and practicable information and ideas for the classroom. They have not done so, perhaps disorganization--not intent--has been the problem.
- * Teacher effectiveness training was degrading and unrealistic. No staff development program offered in my area since I have been here. Faculty backgrounds are too widely varied and TJC doesn't have the funds.
- * Only the tuition assistance program has offered an opportunity for growth. The staff development programs I have attended were solely recruitment for the college.

CATEGORY THREE: "Somewhat Helpful"

Participants in this category offered these comments:

- * Useful to some degree--somewhat helpful
- * Computer training, PROFS, Writing Across the Curriculum, organizational communication, stress and time management--very little else

Sample Responses to CATEGORY THREE:

- * My participation has been limited. What I did participate in was useful to some degree.
- * Staff development programs have been somewhat helpful but have been few and far between.
- * Yes, but evening staff doesn't have the same opportunities as daytime staff.
- * Somewhat helpful. Some programs seem to concentrate on the humanities only--need more variety.

CATEGORY FOUR: [Limitations/Time Constraints]

Participants cited these reasons for their responses:

- * Staff development activities were not offered at optimum times often causing conflicts.
- * Many indicated they did not have time to attend such staff development activities.

Sample Responses to CATEGORY FOUR:

- * No time allotted by division for much professional growth.
- * Yes, as much as possible due to time constraints. "Think" time is at a premium and I'm hoping we will be able to carve more time out for "recharging our batteries."
- * Yes, I wish I had more time to get involved in them, but as a fairly new teacher, there doesn't seem to be much time for "extras."

CATEGORY FIVE: "Uncommitted" responses refer to new employees, those employees only attending outside staff development activities, retired personnel, those employees who had only attended one or two activities, and those employees who had never attended any TJC staff development activities.

Classified respondents identified these areas of concern:

- * Paraprofessionals/classified staff discouraged from attending staff development activities
- * Little to no staff development opportunities for classified staff; no applicability
- * Only lunch hours available to classified staff
- * Admirable job on computer training--other areas are weak.

Sample Responses from Classified Staff:

- * Paraprofessionals are discouraged from attending TJC staff development activities. If we were allowed staff development opportunities we would feel more part of the TJC team.
- * Classified staff development is non-existent.
- * I have performed duties at TJC over ten years as a "professional" labeled "classified" and never have been allowed to attend staff development programs.
- * Staff development for classified is really a joke. We are not allowed to have any money spent for our activities, therefore, we really can't have good educational seminars or speakers. Committees are expected to develop programs and activities without funds from staff development. Do the reports that go to the state show staff development money is spent only on professional classifications?
- * I don't think many of the staff development programs are geared to be very useful to classified staff--at least not in my area. A very small percentage of classified staff are secretaries!
- * If classified can't accomplish staff development activities on their lunch hour--forget it. It would be nice to have a speaker sometime when we could listen without interference of chewing noises.

Part-time Faculty respondents identified these favorable elements:

- * Fulltime resource "buddy" assigned to part-time faculty helpful
- * Tax and communication workshops beneficial

Sample Part-time Faculty Positive Remarks:

- * Resource instructor assignment is a help--a step in the right direction.
- * I am glad you asked! It makes me think that someone cares!

Part-time Faculty respondents identified these concerns:

- * Staff development offerings are non-existent for adjunct beyond annual orientation
- * No incentives
- * A "don't care attitude" about part-time faculty
- * Administration doesn't regard adjunct faculty as professionals
- * Not included on departmental meetings or text selections
- * The mentor/buddy system not enough
- * Part-time faculty not "eligible" to attend
- * Hours are not conducive for outside fulltime employed persons teaching part-time at TJC to attend.

Sample Part-time Faculty Negative Responses:

- * What staff development programs for part-timers? They are non-existent. There is only orientation, and that is conducted on personal time.
- * No incentive (no finances for professional organization memberships, no advancement opportunities, no reimbursement for seminars, no compensation for skills or knowledge).
- * TJC doesn't care about part-timers' professional development. Why should they? There are 600 of us and only 200 fulltime!
- * Part-timers are not even included in departmental meetings--even after years of teaching part-time at TJC. I would appreciate the opportunity for input and communication with colleagues. The mentor/buddy system is not enough.

* None offered to part-time at night. Most is offered 8-6 (individuals employed elsewhere fulltime teaching part-time at night at TJC can't attend during these hours.

* I am leaving TJC and the field of teaching entirely after 2-1/2 years as part-timer based on the lack of my full development as an instructor.

* After ten years at TJC, I feel taken advantage of--low salary, no benefits, minimal contact with peers, no input for text selection, and the 'take it or leave it' attitude of administration. I have suggestions that could help that don't cost any money--but no one cares!

* I don't really participate in anything beyond my classes and occasional conferences with my teaching buddy "on my own time while my 'buddy' gets paid."

Open-Ended Question Two

The following represents a data reduction step and summarizes the responses received in CATEGORY A.

Sample suggestions made by respondents include:

- * Consider incentives for staff development for personnel
- * Offer staff development activities in the evenings
- * Allow part-time instructors to attend staff development conferences
- * Sponsor memberships in professional organizations
- * Encourage regional, state, and national conferences to allow for exchange of ideas
- * Appoint a fulltime employee to provide meaningful on-going staff development opportunities for TJC
- * Allow for more time/opportunities to attend staff development activities and interfacing with faculty members from each campus

Sample responses to CATEGORY A offered: [Suggestions and Needs]:

- * TJC should offer more "programs" aimed at classified staff and their particular needs.
- * It would be nice if part-time instructors were given opportunities to attend staff development conferences.
- * Please offer short 60-90 minute programs at night on various days of the week.
- * Instructors would benefit more positively in educational/professional development by attending regional, state, and national conferences to exchange ideas with other college instructors.
- * I think staff development should be centralized with a staff of people and a separate budget. It should be someone's fulltime responsibility to provide on-going staff development for fulltime personnel at TJC.

* College-wide staff development opportunities need to be promoted and professional growth needs to be considered part of the staff development program. If the staff improves personally, the institution improves.

Some criticisms made by respondents include:

- * Administration not very supportive of faculty's growth and development
- * No incentives tied to staff development participation
- * Poor quality staff development activities
- * No sabbaticals characterized as anti-growth
- * Too much staff development money goes unspent.

Sample responses to CATEGORY A [Criticisms]:

* From experience I have learned that TJC's criteria for advancement is based on an unwritten agenda and has nothing to do with written job descriptions nor with professional and/or staff development.

* We do have staff development--guys telling us to put name tags on our students, and asking us to be more lenient in our grading systems. One time we were told we could buy great men's suits in Hong Kong, and that we probably got paid what we thought we were worth! Another factor to consider: TJC solicits business and industry for employees to train while those companies allow their employees paid leave time--something TJC will not do for us.

* Since professional growth has been an individual process for me, the lack of qualified resources (TJC colleagues) interested in discussing my field with me leaves me in a vacuum. Only two of my colleagues demonstrate any interest in our field and we're on different campuses. Less qualified instructors are teaching courses beyond their scope of expertise and that weakens our entire program, causes enrollment decline, and casts doubt upon all of our abilities as teachers.

* Too much staff development money goes unspent. It is difficult to get approvals on some proposed activities. TJC staff is expected to provide these activities rather than funding a speaker from a non-TJC source.

Positive remarks made by respondents include:

- * Appreciate the assignment of "buddy" to adjunct
- * Staff development activities generally helpful.

Sample responses to CATEGORY A [Positive Remarks]:

- * Professional conferences and seminars are generally helpful.
- * I am a part-time instructor and appreciate very much the assignment of a fulltime person to help me.
- * I think your college is doing a great service to our community.

Some Comments to CATEGORY A [Other Responses] include these remarks:

- * As a CPA I am required to take several hours of Continuing Education courses. I feel I am contributing something to TJC without being a burden on TJC's limited resources.
- * If there are programs and activities available for part-time faculty, please publicize them.
- * Please announce results of this survey.

Some responses regarding non-applicability and problems associated with this survey instrument:

- * Not applicable to classified staff
- * Section II vague
- * Estimating over a five-year period resulted in low degree of accuracy
- * Better definitions and explanations needed
- * Overlap existed in some areas.

Sample remarks identifying problems associated with the survey instrument:

* While sufficient for analyzing growth, strengths and weaknesses of professionals in our organization, I feel this survey does not adequately do the same for classified who I believe to be an integral part of TJC.

* This survey seems to be geared more towards professional/administrative staff than to any other like classified, yet it is the classified staff who attend more staff development activities than anyone else at TJC.

* A lot of estimating involved. Impossible to complete with any degree of accuracy. I can't tell you correct figures for the past year--much less for five years.

* Didn't understand some of the differentiations between categories in Section II. Section II is too vague to answer that will benefit your study.

* This instrument is impossible. If I need to keep track of this stuff, let me know five years in advance.

These findings enabled the researcher to assess the participation in staff development activities by Tulsa Junior College employees and to determine the extent those employees had demonstrated initiative for their own professional growth by participating in both in-house and external staff development opportunities for the years 1983-1987

VITA²

Jean L. Thornbrugh

Candidate for the Degree of
Master of Science

Thesis: ANALYSIS OF STAFF DEVELOPMENT ACTIVITIES OF TULSA
JUNIOR COLLEGE EMPLOYEES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, December 8,
1947, the daughter of Irvin Thomas and Ruby Merle
Thorne.

Education: Graduated from Central High School, Tulsa,
Oklahoma, June 3, 1966; received Associate in
Applied Science degree, in Legal Secretary from
Tulsa Junior College, December, 1982; received
Bachelor of Science degree in Business
Administration with a major in Management from
the University of Tulsa in 1983; received Master
of Science degree in Occupational and Adult
Education with a major in Human Resource
Development from Oklahoma State University in May,
1988.

Professional Experience: Member of the American
Society for Training and Development; Member of
Management Partners Society of the University of
Tulsa; Adjunct Instructor, Tulsa Junior College,
Tulsa, Oklahoma, January, 1983 to Present;
Supervisor, The Williams Companies, Tulsa,
Oklahoma, and Executive Secretary, March, 1979 to
December, 1981. Personal Secretary to Chief U.S.
District Court Judge, U. S. Courts, Tulsa,
Oklahoma, August, 1977 to December, 1979.